

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Swalwell Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Hocking Headteacher
Pupil premium lead	Karen McCall Assistant Headteacher
Governor / Trustee lead	Malcolm Brown Vice - Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116630
Recovery premium funding allocation this academic year	£12805*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£41854
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158484 * not counted in this amount

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Swalwell Primary, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching, smaller class sizes and increased opportunities for reinforcement of learning is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Swalwell Primary.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest that outcomes and progress of the pupils are significantly affected by home life.
2	Teacher referrals for support have markedly increased during the pandemic. Internal and external data shows increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to

	<p>develop cultural capital outside of school.</p> <p>This leads to limited life experiences and fewer opportunities to participate in enrichment activities.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.3 - 1% higher than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils. Over the last 3 years, disadvantaged pupils have accounted for 54.05 - 70.27% of persistent absentees.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Through observations and conversations with staff, parents and pupils, we find that sustained parental engagement can be challenging.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected progress in reading, writing and maths.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>A reduction in the attainment gap between disadvantaged pupils and their peers.</p>
Increase overlearning and reinforcement in reading and maths at home and school.	<p>Increase in reading ages and maths for PP pupils</p> <p>KS2 (Key Stage 2) reading outcomes in 2024/25 show that are in line with national average.</p> <p>KS2 maths outcomes in 2024/25 show that in line with national average.</p>
PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP persistent absentees narrows.</p> <p>Sustained high attendance from 2024/25</p>

	<p>demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>the percentage of all pupils who are persistently absent reducing and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Social skills, independence, perseverance, and teamwork are developed. Sustained high levels of enrichment activities from 2024/25 demonstrated by qualitative data from pupil voice, student and parent surveys and planning</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Greater links between home and school	<p>Positive home school communication</p> <p>Sustained high levels of engagement from 2024/25 demonstrated by qualitative data from parent surveys and quantitative data from engagement with online programs/tools.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12613

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo and the PP champion will work together to identify	<ul style="list-style-type: none"> <li>Staff who feel skilled and confident leading an intervention will see better progress from the children.</li> </ul>	1, 2

any support staff who would benefit from further CPD e.g., in speech and language or for EAL (English as an Additional Language) pupils	<ul style="list-style-type: none"> <li>• SENCo and PP Champion monitor and evaluate the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</li> </ul>	
All teachers and TAs receive regular CPD from Local Authority, subject hubs and subject leads.	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>• Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.</li> </ul>	1, 2
Mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<ul style="list-style-type: none"> <li>• Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: and small groups.</li> <li>•</li> </ul>	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 129115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>TA CPD is ongoing for Maths and English by leads</p> <p>Maths and English are high priority on school development plan and CPD plan.</p>	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>• Training and supporting highly qualified teachers deliver targeted support.</li> </ul>	1, 2

<p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>		
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> <li>• Nessy</li> <li>• Reading plus</li> <li>• Conquer Maths</li> <li>• Maths Shed</li> <li>• Spelling Shed</li> <li>• Tapestry</li> <li>• Marvellous Me</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – parental engagement, reading comprehension strategies, intelligent tutoring systems</li> <li>• EEF guidance – working with parents to support children’s learning – targeted support to establish routines and good homework habits</li> <li>• EEF guide to pupil premium – targeted academic support</li> <li>• EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</li> </ul>	<p>1, 2, 5</p>
<p>Teachers, HLTA and TAs deliver interventions to pupils identified as in need.</p> <p>Smaller than average classes</p> <p>Social skills</p> <p>Talk Boost programme in EYFS (Early Years Foundation Stage)</p>	<ul style="list-style-type: none"> <li>• EEF toolkit – oral language interventions consistently show positive impact on learning.</li> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore up-skilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour, and mental health.</li> <li>• EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul>	<p>1, 2,</p>
<p>1:1 pupil progress meetings with teachers and the headteacher and the phase leaders</p>	<ul style="list-style-type: none"> <li>• Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</li> <li>• A collected responsibility for PP children’s progress in order to make accelerated progress.</li> <li>• Staff will know who PP pupils are, their barriers to learning and any strategies needed to meet their</li> </ul>	<p>1, 2</p>

	educational and emotional needs.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW contacts all new families, finds out needs and circumstances and offers support. Register of families and level of support required. PP families receive a regular call from FSW and offers of support. Home visits Signposting for support Attends TAF, CIN, CP meetings</p>	<ul style="list-style-type: none"> <li>• Parent surveys - consulting with parents to gain views</li> <li>• Early identification of families requiring support</li> <li>• Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</li> <li>• Liaises with RISE team, who work with young people in schools to help support their emotional and mental well-being.</li> <li>• Supports Young Carers</li> <li>• EEF toolkit– Parental engagement</li> <li>• EEF guidance – working with parents to support children’s learning – targeted support, group-based parent initiatives and workshops</li> <li>• School-led tuition – impact on Young Carers</li> </ul>	1, 4, 5
<p>Admin team telephone families at 9am if pupil not in school FSW will liaise with family if required. FSW/SLT/Governors work closely with attendance officer, pupils below 96% are identified and protocols followed.</p>	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Data shows pupils with highest attendance make the most progress.</li> <li>• Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</li> <li>• Consistent, robust monitoring</li> </ul>	1, 4, 5

	<p>system</p> <ul style="list-style-type: none"> <li>• EEF guidance – working with parents to support children’s learning - well-designed, robust communications, celebrate success and improvement in attendance</li> </ul>	
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>Extra-curricular activities/clubs</p> <p>Reduction in cost of trips</p> <p>Residential trip cost is greatly reduced</p> <p>Sports events - PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<ul style="list-style-type: none"> <li>• Learning is contextualised in concrete experiences and language rich environments.</li> <li>• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</li> <li>• Pupil surveys reflect greater enjoyment and engagement in school.</li> <li>• Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</li> <li>• EEF – sports participation increases educational engagement and attainment.</li> <li>• EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</li> <li>• PP children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> </ul>	1, 2, 3, 4, 5
<p>Continue to work with Gateshead Community Hub, Citizens Advice and Feeding Families charity</p>	<ul style="list-style-type: none"> <li>• Link to other services</li> <li>• Children who are hungry are not in the right place to learn.</li> <li>• Many of our PP families require support and the food boxes</li> <li>• EEF guidance – working with parents to support children’s learning – targeted support, group-based parent initiatives and workshops</li> <li>•</li> </ul>	1, 2, 4, 5

Total budgeted cost: £ 158484

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress – see Standards Report

Leading up to lockdown (March 20<sup>th</sup> 2020) pupils were fully engaging in a wide range of trips and experiences – see website/Facebook page to show photos.

Reading Plus scheme used for Y4,5 and 6 as a result of tracking data (Jan 2020). This is having an impact on a range of different elements. Primarily, an improvement in vocabulary acquisition can clearly be seen. Comprehension is seen to improve with regular practise and the improvement in fluency. e.g., Y6 Sept 2020 baseline assessment showed that all pupils were in the lowest quartile (lowest comprehension/vocabulary and fluency) by the end of the year, 3 pupils reached the highest quartile (highest comprehension/vocabulary and fluency), with another 5 pupils borderline to reach this quartile. Average progress for comprehension, vocabulary and fluency was over 2 years with some children making 4 years of progress.

The current Y6 have 5 out of 23 children that have already progressed out of lowest quartile within their baseline assessment, this has never happened before with a baseline within Swalwell.

National closure January 2021 – March 2021, had an impact on language within early years (as seen in data below\*). However, high staffing and robust systems enabled children to quickly catch up and thereby giving learners the best possible chance to access Year 1 curriculum.

In November 2020, 78.5% (11; 85% excluding ARMS) of children passed the phonics screen. By summer 2021 92% passed

Year 2 learners September 21 baseline phonics screen showed 7 out of 8 passed the screen (87.5%). This shows high staffing ratio and pure year groups for early reading and maths is having the desired impact.

	Prime Areas									Specific Areas									
	PSED			CL			PD			Lit		Maths		UTW			EAD		
	MR	SCSA	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	W	T	EUMM	BI		
<b>Dec 2020</b>	(11) 57	(7) 37	(13) 68	(14) 73	(7) 36	(9) 47	(4) 21	(6) 31	(6) 31	(6) 31	(10) 52	(8) 42	0	0	(4) 21	(1) 5	(1) 5		
<b>At ARE Rec 2020 Baseline</b>	(4) 21	(2) 10	(3) 15	(11) 57	(6) 31			(1) 5	(1) 5	(1) 5	(1) 5	(1) 5			(1) 5	(1) 5			
<b>Nursery 2019 Baseline</b>	(7) 53	(6) 46	(6) 46	(3) 23	(1) 7	(2) 14	(8) 60	(5) 37	(1) 7	(5) 37	(4) 30	(5) 37	(2) 14			(1) 7	(1) 7		

Attendance over time shows:

Term	Whole School	PP
Autumn 1 19	92.8%	92.5%
Autumn 1 20	96.1%	96.2%
Difference	+3.3%	+3.7%
Autumn 2 19	92.8%	92.7%
Autumn 2 20	95.8%	95.2%
Difference	+3%	+2.5%
Autumn 19	92.8%	92.6%
Autumn 20	95.9%	95.6%
Difference	+3.1%	+3%

<b>Oct 2018</b>	<b>Oct 2019</b>
93.4%	95%
<b>Dec 2018</b>	<b>Dec 2019</b>
90.7%	94.3%
<b>Jan 2019</b>	<b>Jan 2020</b>
94.3%	95.9%

In response to COVID recovery and January 2021 lockdown, school introduced Tapestry as a home/school communication tool. This was used as a medium to communicate learning to children at home. This involved teacher creating audio PowerPoints which described approaches to a lesson, possible misconceptions and teaching points. Questionnaires returned from parents showed this was appreciated by families as children could watch again or watch at a time of family need. Furthermore, parents were able to use this communication tool as a way of reporting/asking questions. Feedback was therefore immediate, responsive to needs of learners and age appropriate. This resulted in a seamless academic transition to Phase 1 and 2 approach to learning from March 2021. (see outcome of parental questionnaire for evidence).

Family Support worker employed January 2020. In this time she has secured strong links with the community, held numerous TAF meetings to support financial situations with families, works closely with Citizens Advice, organised family learning programmes, Feeding Families food boxes, uniform station, CYPS referrals, identified and registered 8 Young Carers throughout school, leads on community events, advocacy work for some families.

## Further information

We have high-staffing ratio to keep class sizes low.

Building upon the successes of last year and the positive impact that it had we have decided to split EYFS into Nursery and Reception.

KS1 (Key Stage 1) class is small (21 children mixed Y1 and Y2) to 3 adults. This high pupil: teacher ratio allows for continuous provision and core learning to be taught in year groups as opposed to a mixed class.

Y3/4 are taught in single year groups for core subjects and are able to come together in an afternoon to meet SEMH needs for non-core subjects.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.