



Pupil Premium Strategy Statement - Evaluated Copy September 2021

1. Summary information						
School	Swalwell Primary School					
Academic Year	2020-21	Total PP budget		Date of most recent PP Review	September 2020	
Total number of pupils	150	Number of pupils eligible for PP*	81	Date for next PP Strategy Review	July 2021	
<i>*PP refers to children who are eligible in the categories below.</i>					Funding amount	No of pupils
Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1,345 per child)					£102,220	76
Who have been continuously looked after for the past six months (£2,345 per child)					£11,725	5
Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£2,345 per child)						0
Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£310 per child)						0
Total:					£113,945	81
2. Current attainment 2018-19 (due to COVID-19 lockdown this is the last published data)						
KS2 2019 (Year 6 outcomes)		<i>Pupils eligible for PP (your school)</i>		<i>School All</i>		
% achieving the expected standard or above in reading, writing & maths		21.1%		22.2%		
% meeting expected standard in reading		31.6%		29.6%		
% meeting expected standard in writing		73.7%		77.8%		
% meeting expected standard in maths		63.2%		59.3%		

KS1 2019 (Year 2 outcomes)		Pupils eligible for PP (your school)	School All
% achieving the expected standard or above in reading, writing & maths		75%	72.2%
% meeting expected standard in reading		75%	68.4%
% meeting expected standard in writing		75%	73.7%
% meeting expected standard in maths		87.5%	78.9%
% achieving expected standard in phonics (Year 1)		55.6%	76.5%
% achieving expected standard in phonics (by the end of KS1)		85.7%	94.1%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Historical underachievement of pupils through KS2 has a significant impact on pupil attainment and progress at Key Stage Two		
B.	Low levels of entry for Pupil Premium pupils in communication, literacy and language and number in the Early Years. This impacts on attainment through school		
C.	Low levels of reading comprehension in Key Stage One has an impact on combined data and ensuring children are able to access age appropriate texts.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Rates of attendance and punctuality of children who are entitled to Pupil Premium needs to improve.		
E.	In some families there is a lack of confidence linked to learning core skills and therefore some parents find it challenging to support their children in home learning (especially reading, writing, maths and spelling)		
F.	81.24% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement		

4. Key Objectives		Success criteria	Impact
A.	Historical underachievement of pupils through KS2 has a significant impact on pupil attainment and progress at Key Stage Two	Wave One provision to core learning will be more focused and at age appropriate levels. Presenting children with a greater opportunity to reach age related in core learning. Wave two provision will be closely matched to the needs of individual children and reviewed in a timely manner. Enabling a greater proportion of pupil premium children to achieve age related learning.	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.
B.	Low levels of entry for Pupil Premium pupils in communication, literacy and language and number in the Early Years. This impacts on attainment through school	A greater proportion of children entitled to pupil premium achieve a GLD as they leave early years. Children's enhanced language is evident through their continuous provision. Children leave early years with language levels which allows them to access the Key Stage One curriculum.	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 passe the screen (87.5%). This shows high staffing ratio and pure year groups for early reading and maths is having the desired impact.
C.	Low levels of reading comprehension in Key Stage One has an impact on combined data and ensuring children are able to access age appropriate texts.	Oral comprehension and language development are integral parts of the Early Years and Key Stage One curriculum. A greater proportion of pupils entitled to pupil premium funding reach age related expectations in reading comprehension.	

*	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	
	Dec 2020	(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
	At ARE Rec 2020 Baseline	(4) 21	(2) 10	(3) 15	(11) 57	(6) 31	(9) 47	(4) 21	(6) 31	(1) 5	(1) 5	(1) 5	(1) 5	(1) 5	(1) 5	(1) 5	(1) 5	(1) 5
Nursery 2019 Baseline	(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	(2) 14	(1) 7	(1) 7	(1) 7	

D.	<p>Rates of attendance and punctuality of children who are entitled to Pupil Premium needs to improve.</p>	<p>Attendance and punctuality increases for those children entitled to pupil premium. Children's increased attendance enables over learning and therefore gives a greater chance of individual's reaching ARE.</p>	<p>Attendance over time shows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Term</th> <th style="text-align: center;">Whole School</th> <th style="text-align: center;">PP</th> </tr> </thead> <tbody> <tr> <td>Autumn 1 19</td> <td style="text-align: center;">92.8%</td> <td style="text-align: center;">92.5%</td> </tr> <tr> <td>Autumn 1 20</td> <td style="text-align: center;">96.1%</td> <td style="text-align: center;">96.2%</td> </tr> <tr> <td>Difference</td> <td style="text-align: center;">+3.3%</td> <td style="text-align: center;">+3.7%</td> </tr> <tr> <td>Autumn 2 19</td> <td style="text-align: center;">92.8%</td> <td style="text-align: center;">92.7%</td> </tr> <tr> <td>Autumn 2 20</td> <td style="text-align: center;">95.8%</td> <td style="text-align: center;">95.2%</td> </tr> <tr> <td>Difference</td> <td style="text-align: center;">+3%</td> <td style="text-align: center;">+2.5%</td> </tr> <tr> <td>Autumn 19</td> <td style="text-align: center;">92.8%</td> <td style="text-align: center;">92.6%</td> </tr> <tr> <td>Autumn 20</td> <td style="text-align: center;">95.9%</td> <td style="text-align: center;">95.6%</td> </tr> <tr> <td>Difference</td> <td style="text-align: center;">+3.1%</td> <td style="text-align: center;">+3%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Oct 2018</th> <th style="text-align: center;">Oct 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">93.4%</td> <td style="text-align: center;">95%</td> </tr> <tr> <th style="text-align: center;">Dec 2018</th> <th style="text-align: center;">Dec 2019</th> </tr> <tr> <td style="text-align: center;">90.7%</td> <td style="text-align: center;">94.3%</td> </tr> <tr> <th style="text-align: center;">Jan 2019</th> <th style="text-align: center;">Jan 2020</th> </tr> <tr> <td style="text-align: center;">94.3%</td> <td style="text-align: center;">95.9%</td> </tr> </tbody> </table>	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%	Oct 2018	Oct 2019	93.4%	95%	Dec 2018	Dec 2019	90.7%	94.3%	Jan 2019	Jan 2020	94.3%	95.9%
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E.	In some families there is a lack of confidence linked to learning core skills and therefore some parents find it challenging to support their children in home learning (especially reading, writing, maths and spelling)	Parents are better equipped to support their children in home learning. Children have a greater chance of reaching ARE. Children's confidence develop.	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).
F.	81.24% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement	All staff have a greater awareness and understanding of who the pupil premium children are in their class and what external barriers they have which may inhibit an individual's attainment. As a result lessons/communication/strategies are tailored accordingly.	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.

5. Planned expenditure

Academic year	2020/21
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How school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

A. Historical underachievement of pupils through KS2 has a significant impact on pupil attainment and progress at Key Stage

Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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A greater proportion of children will be at ARE in reading and thereby able to access the wider curriculum.	Reading Plus in Key Stage Two. Children to use the bespoke package to learning as an aid to support reading comprehension, reading fluency and language acquisition. Children to access reading plus 3 x per week as part of wave one provision and 2 x per week after school.	OFSTED Paper 2013 Data Results and impact from previous year.	Reading Plus to be launched with children and parents. Competition set for progress and usage.	KMcC	Half termly
A greater proportion of children will be at ARE.	Each class in Key Stage Two has a full-time teaching assistant. Wave One and Two provision used as an effective way to enhance children's understanding. The same TA is in the lesson all day and therefore has secure knowledge of the children and how they performed during core learning.	OFSTED Paper 2013	Learning Walks Pupil Voice Book monitoring.	RH KMcC	Half termly
A greater proportion of children will be at ARE.	Small Class sizes in Lower Key Stage Two (18 and 17 pupils in Years 3 and 4 respectively). Small class size to high adult ratios (1 x full time teacher and 1 x full time teaching assistant per class).	OFSTED Paper 2013	Learning Walks Pupil Voice Book monitoring. Data Analysis/Pupil Progress meetings.	RH	Half termly
A greater proportion of children will be able to exhibit independent in their learning which will help to support their mathematical reasoning.	Essential tool kits to be purchased for each individual child to support the mathematical development and understanding. This will help to reduce lost learning time and help a greater proportion of learner's reach ARE in the subject.	OFSTED Paper 2013	Learning Walks Pupil Voice Book monitoring/Maths Deep Dive Data Analysis/Pupil Progress meetings.	KMcC RH	Half termly
A greater proportion of children will exhibit independent writing across genres; resulting increased ARE.	CPD linked to ensure children's final pieces of writing are independent and showcase individual abilities.		Book scrutiny Data Meetings Writing moderation (in school and across cluster)	SL RH	Half Termly

Wave Two provision is succinct, responsive, used in a timely manner and has an impact on pupils' understanding.	AHT time assigned to monitor wave two provision. To devise efficient and formative recording strategies which enable the provision to be bespoke and tailored to the needs of the children. This will help with recovery curriculum guidelines, as set out in school's long-term planning.	Knowledge of children from Wave One provision	Learning Walks Data Meetings Book Scrutiny Monitoring process	KMcC	
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Total budgeted cost £24,802

B. Low levels of entry for Pupil Premium pupils in communication, literacy and language and number in the Early Years. This impacts on attainment throughout school

Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will be able to apply their learning to independent practice.	Layout of environment in EYs to be adapted to ensure: <ul style="list-style-type: none"> - smooth transitions between areas; - children's interest to be deployed across the areas; - enhanced use of outdoor area. 	CPD from LA Early years research	Learning walks Monitoring of journals Conversation with EY staff	SL CW	Half termly Short term during weekly phase meetings.
Children will be able to develop their speaking and listening skills whilst exploring the outside	Development of outdoor areas to ensure children are given rich opportunities to experience. Deployment of adults in these areas will present pupils with the opportunity to talk about their discoveries. This will support the recovery curriculum set by school.	CPD from LA Early years research	Learning walks Monitoring of journals Conversation with EY staff	CW SL	Half termly Short term during weekly phase meetings.

Children's oral comprehension will improve. Age relate vocabulary will be heard in the setting.	Tier 2 and 3 words explicitly taught in the environment. Purposeful, focused CPD used to develop staff skill set on interactions with children. Interactions with children are purposeful. This will support the recovery curriculum set by school.	Bringing Words to life by Isabelle Beck	Learning walks LA CPD Monitoring of journals Conversation with EY staff	CW SL	Half termly Short term during weekly phase meetings
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Total budgeted cost £28,727

c. Low levels of reading comprehension in Key Stage One has an impact on combined data and ensuring children are able to access age appropriate texts.

Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children's confidence and capacity to offer their opinion and build upon the contributions of others will be developed.	Minute of listening has been purchased as a resource to use 3 x per week with classes. Package encourages children to use their speaking and listening skills to respond to sound clips.	Bringing Words to life by Isabelle Beck Data analysis Outcomes of pupil progress meetings	Pupil Voice	KMcC AL AW	
Children will demonstrate age appropriate language enabling them to develop higher order reading comprehension skills.	Staff to receives CPD on oral comprehension from LA specialist. LA specialist to deliver training then work with colleagues in the setting, giving immediate feedback and next steps.	Bringing Words to life by Isabelle Beck	Learning Walks Pupil Voice LA CPD whilst in setting	SL AL	

Children will demonstrate age appropriate language enabling them to develop higher order reading comprehension skills.	Greater focus on wider curriculum to ensure equal opportunities of subject CPD. Through this, language will feature as a key driver when delivering non-core subjects. The expectation is for children to use tier 2 and 3 words in their vocabulary and subsequently in their writing. These will be displayed in the classroom and through continuous provision.	Bringing Words to life by Isabelle Beck	Learning Walks Pupil Voice Book scrutiny Data Analysis	SL AL	
High staff ratio enables for children to overlearn basic skills and reach age appropriate comprehension levels.	KS1 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.	Ofsted Paper 2013	Learning Walks Book scrutiny Data Analysis Staff PM/Pupil Progress meetings	SL AL	
A greater proportion of KS1 children are at ARE	AHT has release time to ensure wave two provision is accurate and appropriate. Interventions can be reviewed in a timely manner.	Ofsted Paper 2013	Book scrutiny Data Analysis	KMcC AL	
Total budgeted cost					£21,017

D. Rates of attendance and punctuality of children who are entitled to Pupil Premium needs to improve.

Desired outcome	Chosen action / approach	What is the evidence	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Those entitled to PP will have higher levels of attendance.</p>	<p>Reviewed attendance policy which makes parents/carers aware of attendance on a termly basis. (embed from Jan 2020 – Lockdown)</p> <p>Clear, corporate pathways identified form early intervention meetings through to referral for prosecution.</p> <p>Rewards linked to attendance for:</p> <ul style="list-style-type: none"> • classes on a weekly basis • Termly awards for individual children who receive 97%+ • Annual reward for children who have 97% + attendance <p>Rewards linked to improved attendance:</p> <ul style="list-style-type: none"> • trophy for most improved person each half term. 1 reward to be allocated to EYFS/KS1 and one to KS2 • annual rewards for 97% attendees • Annual reward for children who have most improved attendance 	<p>OFSTED paper 2013</p> <p>Clennell Education Solutions (SLA)</p>	<p>Whole school policy implemented and shared with the community</p> <p>Performance management of SBM linked to attendance procedures and actions</p> <p>COG linked to this area of SIP.</p>	<p>RH</p> <p>RT</p>	
<p>Those entitled to PP attend school on time and therefore learning time is maximised.</p>	<p>Punctuality reports shared half termly. Parents are therefore aware of lost learning time.</p> <p>HT to have personal meetings with identified families to offer practical solutions e.g. breakfast club, early help referrals, pastoral support.</p> <p>Continuation (in line with COVID-19 assessments) of walking bus for breakfast club to help target families whose children have high percentages of minutes lost due to punctuality.</p>	<p>OFSTED paper 2013</p> <p>Clennell Education Solutions (SLA)</p>	<p>As above.</p>	<p>RH</p> <p>RT</p>	
<p>Total budgeted cost</p>					<p>£500</p>

E. In some families there is a lack of confidence linked to learning core skills and therefore some parents find it challenging to support their children in home learning (especially reading, writing, maths and spelling).

Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to access online learning from home Parent are aware of strategies and language children are expected to use.	Subscribe to conquer maths for whole school. This online resource teaches the children how to complete a task before setting questions. Teachers then receive feedback. This can help to develop parent subject knowledge/skills whilst enhancing children's learning and homework opportunities in a COVID safe manner.	Ofsted 2013 Knowledge of community	Monitor pupil engagement Monitor staff usage	KMCC	January 2020
Positive home school communication Children are actively talking about their learning with an adult, helps to deepen understanding and promote oral comprehension.	Use of school website and School Facebook page to act as a communication tool. Staff to set weekly entries sharing with community what we have been doing in school. Tapestry used as an online tool to make parents aware of child's successes. Parents and teachers can make comments back and forward.	Ofsted 2013 Knowledge of community	Monitor pupil/parent engagement Monitor staff usage	RT and NG RH Class teachers	January 2020
Children's basic English and maths skills are embedded into their learning. Children can overlearn basic skills.	Maths shed/Spelling Shed	Ofsted 2013 Knowledge of community		AHTs Class teachers	
Total budgeted cost					£4,570

F. 81.24% of PP pupils have additional needs linked to Attendance, SEN, mental health or Social care involvement – minimising other barriers to learning and achievement

Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are nurtured and well supported in their physical and emotional development. This presents all pupils with a suitable mindset for learning.	Non class based AHT to help support the attendance, well-being and mental health of children as they return to school following COVID 19	Ofsted 2013 Knowledge of community	Weekly SLT meetings	SL RH	Monthly
Families are well supported emotionally and financially enabling children to access school.	Student social worker to be deployed across school to support: <ul style="list-style-type: none"> • Individual children well being • Financial support for families • Emotional support for families • Other constraints linked to COVID e.g. online learning/advice for parents/resources and support in the community etc. 	Ofsted 2013 Knowledge of community	Weekly Social worker/mentor meetings.	RH	

<p>Children are nurtured and well supported in their physical and emotional development. This presents all pupils with a suitable mindset for learning. Children's physical development improves resulting in more focused learning and greater gross and fine motor skills.</p>	<p>Focus on well-being across school and physical development through the deployment of sports apprentice and a revised PE scheme (which focuses on non-contact sport in the first instance).</p> <p>Family support worker to support the well-being of children</p>	<p>Ofsted 2013 Knowledge of community</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Parental engagement with social media challenges</p>	<p>KMcC RH LB</p>	
<p>Children start their day with social interactions and a breakfast enabling them to be ready for learning.</p>	<p>Free breakfast club to support the needs of the children. A meal with a social activity to be conducted within their class bubble gives all children with the best possible start.</p>	<p>Ofsted 2013 Knowledge of community</p>	<p>Pupil voice</p> <p>Breakfast club registers</p>	<p>RH RT</p>	
Total budgeted cost					£34,329