

# Pupil premium strategy statement – Swalwell Primary

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	72
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Russell Warren
Pupil premium lead	Karen McCall
Governor / Trustee lead	Lucy Gray, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96960
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£96960

# Part A: Pupil premium strategy plan

## Statement of intent

At Swalwell Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils in achieving this goal, including those who are already high attainers.

We are committed to recognising and addressing the challenges faced by vulnerable pupils, such as those with a social worker or those who are young carers. The activities outlined in our strategy are intended to support their needs, regardless of whether they are eligible for pupil premium funding.

High-quality teaching, smaller class sizes, and increased opportunities for reinforcement of learning are at the heart of our approach. We focus on areas where disadvantaged pupils require the most support, as this has the greatest impact on closing the attainment gap. These strategies also benefit non-disadvantaged pupils, ensuring that all learners thrive.

Our approach is rooted in robust diagnostic assessment and is responsive to both common challenges and individual needs. We adopt evidence-informed practices that complement each other to help pupils excel.

To ensure our strategy is effective, we will:

- Ensure disadvantaged pupils are consistently challenged in the work they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim for disadvantaged pupils to have access to a wide range of targeted interventions that meet their academic, social, and emotional needs. This includes:

- An intensive pastoral support service for pupils and families identified as vulnerable or in need.
- Strategies to improve attendance, closing the gap between disadvantaged and non-disadvantaged pupils, enabling full access to the learning experience.
- Opportunities to engage in a wide range of enrichment experiences both in and out of school, positively impacting academic achievement and well-being.

Through this inclusive and ambitious strategy, we aim to ensure that all pupils at Swalwell Primary are equipped to succeed and flourish.

To ensure equitable outcomes for all learners, our pupil premium strategy is focused on the following priorities:

#### **1. Attendance**

- Reduce the attendance gap between pupil premium (PP) and non-PP pupils.
  - Lower persistent absenteeism (PA) rates among PP pupils through early identification and targeted support.
  - Improve punctuality of PP pupils

#### **2. Reading**

- Close the attainment gap in reading between PP and non-PP pupils across all year groups.
- Provide targeted interventions and promote a culture of reading throughout the school.

#### **3. Writing**

- Close the attainment gap in writing between PP and non-PP pupils.
- Enhance opportunities for extended writing, vocabulary development, and feedback to improve outcomes.

#### **4. Well-being and Family Support**

- Support the emotional well-being of PP pupils through dedicated pastoral care and mental health initiatives.
- Help families access relevant support services to improve engagement and

stability.

## 5. Language and Vocabulary Development

- Prioritise vocabulary acquisition and language development across the school, especially in EYFS.
- Embed a Total Communication Approach to support expressive and receptive language for all learners.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Over the last three years, a whole-school focus on attendance has helped narrow the gap between disadvantaged pupils and their peers. We recognise that absenteeism continues to negatively impact progress and access to the full curriculum.</p> <p>In 2024–2025, attendance for disadvantaged pupils was 90.59%, compared to 91.44% for their peers—a difference of 0.85 percentage points.</p> <p>Unauthorised absence for disadvantaged pupils was 2.81%, slightly higher than 2.78% for their peers.</p> <p>While overall attendance is close to peers, disadvantaged pupils remain more likely to be persistently absent.</p> <p>Improving punctuality, reducing persistent absenteeism and maintaining the narrowed gap remain key priorities.</p>
2	<p>Assessments, observations, and pupil discussions indicate that disadvantaged pupils generally face greater challenges with reading compared to their peers.</p> <p>On entry to Reception, a high proportion of disadvantaged pupils are below age-related expectations in reading. Although the gap narrows as pupils progress through school, it remains significant by the end of</p>

	<p>Key Stage 2.</p> <p>In 2024–2025, 63.6% of non-PP pupils reached the expected standard in reading, compared to 54.5% of disadvantaged pupils, highlighting the need for continued targeted support to close this gap.</p>
3	<p>Disadvantaged pupils continue to show lower attainment in writing, often linked to underdeveloped oral language and limited vocabulary. Reduced life experiences and lower cultural capital further contribute to weaker writing outcomes.</p> <p>By the end of Key Stage 2 in 2024–2025, 63.3% of disadvantaged pupils achieved the expected standard in writing, compared to 72.7% of their peers, highlighting a persistent gap that requires targeted intervention.</p>
4	<p>Many disadvantaged pupils face social and emotional challenges, including friendship difficulties, limited enrichment opportunities and SEMH barriers that impact learning. Teacher referrals for support remain high, with a significant number of disadvantaged pupils requiring small-group interventions to address these needs. Sustaining parental engagement is often challenging, which can affect both pupil progress and wellbeing.</p> <p>Strengthening SEMH provision and improving family engagement remain key priorities.</p>
5	<p>Oral language skills and vocabulary gaps are evident from Reception through Key Stage 2, particularly among disadvantaged pupils. These gaps impact reading, writing, and overall communication, limiting access to the full curriculum.</p> <p>A Total Communication Approach is essential to support both expressive and receptive language development, with a strong emphasis in the Early Years Foundation Stage to build a secure foundation for future learning.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>By <b>2026/27</b>, achieve high attendance and sustain improvements through <b>2027/28</b>, demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall <b>unauthorised absence rate for all pupils</b> being no more than <b>1%</b>, and the <b>attendance gap between disadvantaged pupils and their peers maintained at less than 1%</b>.</li> <li>• The percentage of all pupils who are <b>persistently absent</b> being in line with the <b>national average or as close as possible</b>, with the figure for disadvantaged pupils no more than <b>1% higher than their peers</b>.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<p>By <b>2027/28</b>, Key Stage 2 reading outcomes will demonstrate that:</p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged pupils are achieving in line with their peers</b>, with the proportion meeting the expected standard comparable to non-disadvantaged pupils.</li> <li>• Overall KS2 reading outcomes are <b>in line with the national average</b>, reflecting sustained improvement and equity in attainment.</li> </ul>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>By <b>2027/28</b>, Key Stage 2 writing outcomes will demonstrate that:</p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged pupils achieve in line with their peers</b>, with the proportion</li> </ul>

	<p>meeting the expected standard comparable to non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Overall KS2 writing outcomes are <b>in line with the national average</b>, reflecting sustained improvement and equity in attainment.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. This progress is supported by triangulated evidence, including increased engagement in lessons, improved quality of work seen in book scrutiny, and positive trends in ongoing formative assessments.</p> <p>These gains reflect the impact of targeted strategies to strengthen expressive and receptive language skills across the curriculum.</p>

## Activity in this academic year

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

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Early Identification &amp; Personalised Support</b> Use data to monitor attendance, academic progress, and emotional wellbeing. Create tailored support plans for pupils at risk across all</p>	<p><i>EEF Implementation Guidance</i> highlights that effective interventions start with clear diagnostic assessment. Schools should use <b>robust data systems</b> to identify pupils at risk early, including attendance, attainment, and wellbeing indicators.</p> <p><i>EEF Literacy KS1 &amp; KS2 Reports</i> recommend <b>regular formative assessment</b> to pinpoint</p>	1, 2, 3, 4, 5

<p>challenge areas.</p>	<p>gaps in reading and language development, enabling timely support.</p> <p><i>EEF Teaching Assistants Guidance</i> shows that <b>structured interventions delivered by trained adults</b> can lead to up to <b>four months' additional progress</b>, particularly when linked to specific pupil needs.</p> <p><i>EEF Literacy Early Years Report</i> emphasizes <b>targeted oral language interventions</b> for pupils with language delays, which can significantly improve later reading outcomes.</p>	
<p><b>Targeted Literacy Teaching</b>          Deliver structured phonics, reciprocal reading, and small-group support to close gaps in reading fluency and comprehension.</p>	<p>The EEF reports that reading comprehension strategies can lead to an average of six months' additional progress.</p> <p>The use educational technology tools that adapt to individual pupil needs, providing personalised reading support – Reading Plus</p>	<p>2, 3, 5</p>
<p><b>Explicit Writing Instruction &amp; Feedback</b>          Teach writing processes (planning, drafting, editing), embed grammar in context, and provide clear models and feedback to improve writing quality.</p>	<p>Clear instruction in writing processes supports pupils in producing coherent and structured texts. Understanding grammar rules enables pupils to make informed choices in their writing, enhancing clarity and effectiveness.</p> <p>Sentence-level instruction improves writing fluency and sophistication.</p> <p>Effective feedback helps pupils understand their strengths and areas for development, fostering a growth mindset.</p> <p>Model texts can guide pupils in understanding effective writing techniques (<a href="http://blog.routledge.com">blog.routledge.com</a>)</p>	<p>2, 3, 5</p>
<p><b>Language-Rich Environments &amp; Oral Language Development</b>          Use dialogic teaching, storytelling, and visual aids to promote vocabulary growth and communication skills across the curriculum.</p>	<p><i>EEF Literacy KS1 and KS2 Guidance</i> emphasizes that <b>structured oral language approaches</b>, including dialogic teaching, can lead to <b>up to six months' additional progress</b> in reading and comprehension.</p> <p>Encouraging pupils to <b>reason, explain, and question</b> during discussions builds vocabulary and deepens understanding.</p> <p><i>EEF Early Years Literacy Guidance</i> highlights that <b>storytelling and shared book reading</b> are highly effective for vocabulary development and oral fluency.</p> <p>Using <b>rich texts and repeated exposure to new words in context</b> strengthens semantic</p>	<p>2, 3, 5</p>

	understanding.	
<p><b>Social &amp; Emotional Learning (SEL) Integration</b> Embed SEL programmes into daily teaching to build resilience, empathy, and self-regulation, supported by staff training and consistent practice.</p>	<p><i>EEF Primary SEL Guidance</i> reports that <b>explicit SEL instruction</b> can lead to <b>positive impacts on attainment and behaviour</b>, particularly when integrated into everyday teaching rather than delivered as standalone sessions.</p> <p>SEL approaches improve <b>self-regulation, social skills, and emotional wellbeing</b>, which are linked to better academic outcomes.</p>	1, 2, 3, 4, 5
<p><b>Progress Monitoring Across All Areas</b> Regularly assess pupil progress in attendance, literacy, language, and SEMH to adapt interventions and ensure sustained impact.</p>	<p>EEF reports that systematic monitoring of progress is essential for effective implementation and long-term success.</p> <p>Combine <b>academic data (reading, writing, language)</b> with <b>attendance and wellbeing indicators</b> for a holistic view.</p>	1, 2, 3, 4, 5
<p><b>Professional Development for Staff</b> Offer ongoing CPD in reading, writing, language support, and SEMH strategies to ensure consistent, high-quality teaching across all areas.</p>	<p><i>EEF Implementation Guidance</i> stresses that <b>professional development is most effective when sustained over time</b>, includes <b>active learning</b>, and is <b>aligned with school priorities</b>.</p> <p>CPD should focus on <b>evidence-based practices</b>, such as structured literacy teaching and SEL integration.</p> <p>The EEF Literacy at Ks1 and KS2 suggests that CPD focused on evidence-based literacy strategies can accelerate pupil progress significantly</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 80085

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Mentorship &amp; Individualised Support for Attendance</b> Establish staff or peer mentorship programmes and create personalised attendance plans to address barriers and improve pupil engagement.</p>	<p>Evidence from <b>Teaching Assistants and SEL guidance</b> suggests that <b>trusted adult relationships</b> improve engagement and wellbeing.</p> <p>Peer mentoring can also foster <b>belonging and motivation</b>, particularly when structured and monitored.</p> <p>EEF recommends using tailored plans with clear goals and regular reviews to sustain improvements in attendance.</p>	<p>1, 4</p>
<p><b>Targeted Emotional Coaching &amp; SEMH Support</b> Provide coaching and counselling to build resilience, self-esteem, and emotional regulation, reducing barriers to attendance and learning. (ELSA trained TA)</p>	<p><i>EEF Primary SEL Guidance</i> highlights that <b>explicit teaching of self-regulation and emotional skills</b> can improve behaviour and attainment.</p> <p>Coaching approaches that help pupils <b>recognise and manage emotions</b> are linked to improved resilience and engagement.</p> <p><i>EEF Teaching Assistants Guidance</i> shows that <b>trained support staff delivering structured interventions</b> can lead to <b>up to four months' additional progress</b>.</p> <p>ELSA-trained TAs can provide <b>targeted SEMH support</b>, ensuring pupils receive consistent, evidence-based strategies.</p>	<p>1, 4</p>
<p><b>Structured Reading Recovery &amp; Small Group Interventions</b> Deliver intensive one-to-one or small group reading support to close gaps in fluency and comprehension for disadvantaged pupils.</p> <p>Deliver structured phonics, reciprocal reading, and small-group support to close gaps in reading fluency and comprehension.</p>	<p>The EEF reports that reading comprehension strategies can lead to an average of six months' additional progress.</p> <p>The use educational technology tools that adapt to individual pupil needs, providing personalised reading support – Reading Plus</p> <p><i>EEF Implementation Guidance</i> highlights that <b>collaborative approaches work best when linked to curriculum goals</b> and supported by teacher oversight.</p> <p>Peer tutoring also promotes <b>social and emotional skills</b>, complementing academic gains.</p>	<p>2, 3, 5</p>

<p><b>Peer-Assisted Learning in Reading &amp; Writing</b> Use structured peer tutoring to reinforce literacy skills, promote collaboration, and boost confidence in reading and writing.</p>	<ul style="list-style-type: none"> <li>• <i>EEF Literacy KS1 and KS2 Guidance</i> reports that <b>peer tutoring approaches</b>, when structured and well-monitored, can lead to <b>up to five months’ additional progress</b> in reading.</li> <li>• Benefits include improved <b>fluency, comprehension, and confidence</b>, especially for pupils who need extra practice.</li> </ul>	2, 3, 5
<p><b>Writing Workshops &amp; Sentence-Level Instruction</b> Run focused workshops on narrative techniques and sentence construction to strengthen writing quality and independence.</p>	<p><i>EEF Literacy KS2 Guidance</i> highlights that <b>explicit instruction in writing strategies</b>, including planning, drafting, and revising, can lead to <b>up to six months’ additional progress</b>.</p> <p>Workshops focusing on <b>sentence-level skills</b> (grammar, syntax, cohesion) improve clarity and sophistication in writing.</p> <p>Teaching grammar <b>in context</b> (within meaningful writing tasks) is more effective than isolated drills.</p> <p><i>EEF Literacy KS1 Guidance</i> recommends integrating <b>sentence-level instruction into composition activities</b>, supporting pupils to apply skills immediately.</p>	2, 3, 5
<p><b>Early Language Interventions (e.g. NELI)</b> Implement evidence-based programmes to support pupils with language delays, improving vocabulary and oral communication.</p>	<p><i>EEF Early Years Literacy Guidance</i> highlights that <b>targeted oral language interventions</b> are among the most effective strategies for improving communication and vocabulary.</p> <p>Programmes like <b>NELI (Nuffield Early Language Intervention)</b> have strong evidence of impact, with trials showing <b>up to three months’ additional progress</b> in language development for pupils with delays.</p>	

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 8875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthen Attendance Through Incentives &amp; Family Engagement</b> Combine attendance reward systems, home visits, and access to essential resources (e.g. clothing, food) to reduce absenteeism and build trust with families.</p>	<p><i>EEF Implementation Guidance</i> emphasizes that <b>building strong relationships with families</b> is key to sustaining improvements in attendance and learning.</p> <p>Home visits and regular communication help identify <b>barriers such as transport, uniform, or wellbeing issues</b>, enabling tailored support.</p> <p>EEF recommends addressing practical barriers alongside academic interventions to ensure pupils can attend and participate fully.</p>	1
<p><b>Create a Culture of Belonging and Wellbeing</b> Foster a positive school climate where pupils feel safe, valued, and connected—supporting both attendance and emotional readiness to learn.</p> <p>Foster an inclusive environment and promote positive peer interactions to enhance wellbeing, motivation, and school connectedness.</p>	<p><i>EEF Primary SEL Guidance</i> highlights that <b>social and emotional learning approaches</b> improve pupils' sense of belonging, resilience, and motivation, which are linked to better attendance and attainment.</p> <p>A positive school climate reduces behavioural issues and supports emotional readiness for learning.</p> <p>EEF recommends a whole-school approach to inclusion and wellbeing to ensure consistency and impact.</p>	1, 4
<p><b>Enhance Literacy Through Access &amp; Family Involvement</b> Provide diverse reading materials at school and home, and engage families in shared reading and writing activities to reinforce literacy development.</p>	<p><i>EEF Literacy KS1 and KS2 Guidance</i> emphasizes that <b>exposure to a wide range of texts</b> improves vocabulary, comprehension, and motivation.</p> <p>Providing <b>age-appropriate, culturally relevant books</b> at school and home supports sustained reading habits.</p> <p>EEF Early Years Literacy suggests that family involvement in reading and writing activities accelerates language development and supports long-term literacy outcomes</p> <p>EEF recommends equipping families with practical tools to make shared reading purposeful and enjoyable.</p>	1, 2, 3, 4, 5

<p><b>Cultural &amp; Enrichment Opportunities</b> Provide access to extracurricular activities, cultural visits, and creative experiences to broaden pupils' horizons and support language and emotional development.</p>	<p>Ensure all pupils, especially those from disadvantaged backgrounds, have <b>equal access</b> to enrichment opportunities.</p> <p><i>EEF Implementation Guidance</i> stresses the importance of <b>removing financial and logistical barriers</b>.</p> <p><i>EEF Implementation Guidance</i> emphasizes that <b>enrichment activities can enhance engagement and motivation</b>, particularly for disadvantaged pupils.</p> <p>Cultural and creative experiences provide <b>context for language development</b>, supporting vocabulary growth and comprehension.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>Support Language Development Through Rich Environments &amp; Family Workshops</b> Create language-rich classrooms, offer storytelling and drama clubs, and provide resources for parents to support language learning at home.</p>	<p>EEF Early Years Literacy reports that structured oral language approaches, including storytelling and drama, can significantly improve communication skills and vocabulary.</p> <p><i>EEF Literacy KS1 Guidance</i> highlights that <b>interactive storytelling and role-play</b> deepen understanding of narrative structure and encourage expressive language.</p> <p>Drama activities provide authentic contexts for pupils to <b>use new vocabulary and develop confidence in speaking</b>.</p>	<p>2, 3, 5</p>
<p><b>Build Social &amp; Emotional Skills Through Whole-School SEL Approaches</b> Implement SEL programmes, promote healthy lifestyles, and ensure all staff contribute to pupils' emotional development and resilience.</p>	<p><i>EEF Primary SEL Guidance</i> reports that <b>explicit SEL instruction combined with whole-school approaches</b> can lead to <b>+3 to +4 months' additional progress</b> in academic outcomes and improved wellbeing.</p> <p>SEL is most effective when <b>embedded in daily routines and reinforced by all staff</b>, not delivered as isolated sessions.</p> <p><i>EEF Implementation Guidance</i> stresses that <b>staff confidence and consistency</b> are critical for sustaining SEL impact.</p> <p>Training should include <b>practical</b></p>	<p>1, 2, 3, 4, 5</p>

	<b>classroom strategies</b> for emotional coaching, positive relationships, and behaviour management.	
<p><b>Form Community Partnerships for Holistic Support</b> Collaborate with local organisations to provide additional resources, mentoring, and wraparound support for disadvantaged pupils and their families.</p>	<p><i>Working with Parents to Support Children’s Learning</i> highlights that purposeful parental engagement is consistently associated with improved academic outcomes, with effective approaches yielding <b>around +3 to +4 months’ additional progress</b> on average when well designed.</p> <p>The EEF advises tailoring communication and support to remove barriers (e.g., practical help, clear guidance), which community partners can help deliver.</p> <p>EEF Supporting School Attendance recommends a multi-theme, evidence-informed approach to attendance, where partnerships help address contextual barriers and sustain improvement</p>	1, 4

**Total budgeted cost: £ 96960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance

Over the last few years, the pandemic has impacted significantly on attendance across the country. PP attendance continues to be a priority for SLT, we make contact on the first day of absence and utilise our Family Support worker to work with families on specific issues/ barriers. We use A-star attendance to support staff with monitoring. Small numbers on role for some classes directly impact the attendance figures with each child being worth 0.057%, therefore 1 child absent from each class immediately puts attendance at 94.29%, whereas a school with 30 pupils per class with 1 child absent will have an attendance of 96.6%.

Over the last three years, a whole-school focus on attendance has helped narrow the gap between disadvantaged pupils and their peers. We recognise that absenteeism continues to negatively impact progress and access to the full curriculum.

- In 2024–2025, attendance for disadvantaged pupils was 90.59%, compared to 91.44% for their peers—a difference of 0.85 percentage points.
- Unauthorised absence for disadvantaged pupils was 2.81%, slightly higher than 2.78% for their peers.

Maintaining improvements made in persistent absence rate and attendance data is why attendance is a focus of our current plan.

#### Attainment

**Impact:** Monitoring has taken place in the form of books looks, pupil voice, lesson observations and informal learning walks. This has been conducted by SLT, subject leaders, governors and a mixture of all stakeholders. Informal conversations with pupils show the curriculum and our approaches are supporting learners to know more and remember more, they are confident in talking with visitors about their lessons. Books were strong across all year groups and subjects.

Maths monitoring has shown that we have needed to ensure the recall of number bonds is embedded to support pupils before moving onto reasoning and

problem solving. Pupil voice has shown that children are becoming increasingly more confident in explaining and talking about their learning relating to content.

Writing monitoring has shown a good level of writing however children are primarily being held back by spellings and sentence construction, which feature within all lessons.

Reading monitoring shows phonics is well embedded and within KS2 whole class reading comprehension was evident and PEE chain paragraphs are embedded. Reading data at the end of KS2 was lower than expected and impacted the combined data. Therefore, reading will be a priority for 2025/26.

Analysis of assessment data for the end of the academic year 2024/25, shows:

- 54.5% of PP pupils achieved ARE in Reading, writing and maths at the end of KS2.

Although gaps still remain between the attainment of PP pupils in the earlier stages of school, due to the targeted interventions and quality first teaching, some PP pupils are achieving in line with or better than their peers. We will continue with many aspects of our strategy this academic year.

## **Well-being**

### **Total communication approach**

Across the school, we have adopted a total communication approach which allows pupils with communication difficulties to communicate in the most accessible way to them. Total communication involves all forms of communication.

Methods of communication which can be used in the total communication approach include:

- **Non-verbal communication.** Non-verbal communication is any form of communication which doesn't involve spoken communication. Non-verbal communication can include sign language, facial expression, gesture, use of props or objects, photos, communication books, signs and symbols.
- **Written communication.** Written communication involves writing and

drawing in order to communicate a message.

- **Verbal** (spoken communication). Verbal communication involves vocalisations and spoken words.

### **Wider strategies**

The school is at the heart of a community with significant social disadvantage. The school has a funded Breakfast Club, which is cost free and open to all pupils, this facility is vital as it enables pupils to have a good start to their learning each day and impacts positively on punctuality.

From September 2024, school has offered wrap around care using school staff.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over recent years, primarily due to COVID19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required via the Family Support Worker, RISE and other providers. Our Family Support worker has secured strong links with the community; held numerous TAF meetings to support financial situations with families; worked closely with Citizens Advice; organised family learning programmes; arranged Feeding Families food boxes; created a preloved uniform station; written SPA referrals; identified and registered Young Carers throughout school; leads on community events; and undertaken advocacy work for some families.

Our pupils have returned to fully engaging in a wide range of trips and experiences, including Y6 residential, visits to local museums and landmarks and visitors into school; all have been paid for or subsidized by PP funding.