



## Swainswick Church School Pupil premium Strategy Statement 2023-2024

The statement. Details are Schools use of Pupil Premium (and Recovery Premium for the year 2022 to 2023) funding to help improve the attainment of our disadvantage pupils. It outlines or pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year spending of people had within our school. Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approach is we wanted review to analyse impact on outcomes with disadvantaged pupils.

### School overview

<b>Total number of pupils in school</b>	76
<b>Proportion of disadvantaged pupils</b>	5% 4/76
<b>Proportion of disadvantaged pupils who have SEND</b>	50% 2/4
<b>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)</b>	3
<b>Publish date</b>	January 2024
<b>Review date</b>	September 2024
<b>Statement authorised by</b>	G Swarbrooke
<b>Pupil Premium lead</b>	G Swarbrooke
<b>Governor lead</b>	Paula Malone and Jess Price

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820
Recovery premium funding allocation this academic year	£2000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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. <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£7820

## Part A: Pupil Premium Strategy Plan

### Statement of Intent – Over 3 Years

At Swainswick Church School we hold the child at the centre of all our work, so they can be the best version of themselves:

- All children are unique, and we work to ensure that all achieve their very best
- We look at the holistic child
- We value everyone's views and ideas to gain a shared understanding of a child's needs
- We work together: children, parents/carers, school staff, specialists
- All leader in our schools are leaders of SEND and Pupil Premium
- All teachers are teachers of SEND and Pupil Premium.

### Challenges

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

Challenge	Detail of challenge
1	Several children find it difficult to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high ability and pupils with SEND).
2	Children identified as Pupil Premium in EYFS, KS1 and KS2 who did not meet expected standard in phonics and number bonds/times tables due to limited oracy and less opportunities to apply these skills at home.
3	Some pupils struggle in their confidence and resilience as speakers and readers, therefore speaking and reading in public with confidence and expression can be limited.
4	Several children struggle in confidence and general resilience when challenged with new experiences - where they are asked to step out of their comfort zone.
5	Whilst the attendance for many PP students is good, we have some children who are persistently absent or have attendance below 95/90%.

## 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.

Challenge	Intended outcome	Success criteria
1	Children can emotionally regulate and are therefore ready to learn.	Thrive assessment progress.
2	Identified children continue to make expected progress in number bonds, times tables, reading and spelling. Increased oracy with opportunities to apply these skills in school and at home.	Number bonds, times tables and reading assessment demonstrates expected progress by the end of KS.
3	Pupils build confidence and resilience as speakers and readers in 1:1, group, and public settings.	Speaking and reading in public.
4	Children build confidence and general resilience when challenged with new experiences – and can step out of their comfort zone.	Residential success Demonstrating a growth mindset and grasp new challenges: <ul style="list-style-type: none"> <li>• Extra-curricular clubs</li> <li>• Whole school events</li> <li>• Explorers</li> <li>• School trips.</li> </ul>
5	Identified pupils do not have persistent absence and therefore academic progress is not affected.	Attendance is not below 95/90%.

## Activity in this academic year 2023-2024

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: £2,484**

Priority	Activity	Challenge number
Identified children continue to make expected progress in number bonds, times tables, reading and spelling.	<p>Early Morning Tasks are completed with support from class teacher and teaching assistants from 8:30am-9am</p> <p>Identified pupils complete Nessy tasks as interventions</p> <p>The Pupil Premium Lead ensures that pupil premium pupils are identified and prioritised by all members of the school</p>	2

	community. This includes staff training, detailed data analysis to inform provision mapping and monitoring of the vulnerable learner school offer throughout the school.	
--	--	--

### Targeted Academic Support (for example tutoring, one to one support, structured interventions)

**Budgeted Cost: £2,700**

Priority	Activity	Challenge number(s) addressed
PP leader, SENCO and teachers work together in Leadership time to use assessments to accurately identify which pupils require a structured programme of interventions.	<ul style="list-style-type: none"> <li>Provision map and interventions</li> <li>SENCO and teacher collaboration with completion of Closing the Gap plan/document</li> <li>Pupil progress meetings 3 times a year to discuss impact of interventions.</li> </ul>	1,2,3
TA to deliver specific spelling and oracy interventions in KS1 and KS2 pupil catch up.	<ul style="list-style-type: none"> <li>Using spellings assessments, select pupils to receive a targeted, reading and spelling intervention programme.</li> <li>Purchase/make specific spelling resources for this group and for children to take home.</li> </ul>	1,2,3
Targeted intervention for specific pupils through the Catching up Recovery Programme	<ul style="list-style-type: none"> <li>School Led Tutoring Programme (teaching staff) to be implemented for identified pupils</li> <li>Embedding of three-way partnership between tutor, school, and home.</li> </ul>	1,2,3

### Wider Strategies (for example, related to behaviour, attendance, well-being)

**Budgeted Cost: £2,636**

Priority	Activity	Challenge number(s) addressed
Develop package of SEMH support and staff expertise	<ul style="list-style-type: none"> <li>Employ Thrive practitioner who provides weekly sessions for identified pupils – building self-esteem, reflection and resilience.</li> <li>Hold termly whole staff meetings – monitoring identified pupils and impact of thrive interventions.</li> <li>Employ lunchtime mentor for identified pupils – monitor</li> </ul>	4,5

	independent activities and support when required.	
Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence.	<ul style="list-style-type: none"> <li>• Enriching opportunities through school trips and school visits should be experienced by all pupils including pp. This will enable positive experiences outside of the school setting to occur.</li> <li>• Enable all pupils to participate on residential trips.</li> <li>• Provide afterschool provision for pupils - Explorers</li> </ul>	4,5

**Total budgeted cost: £7,820**

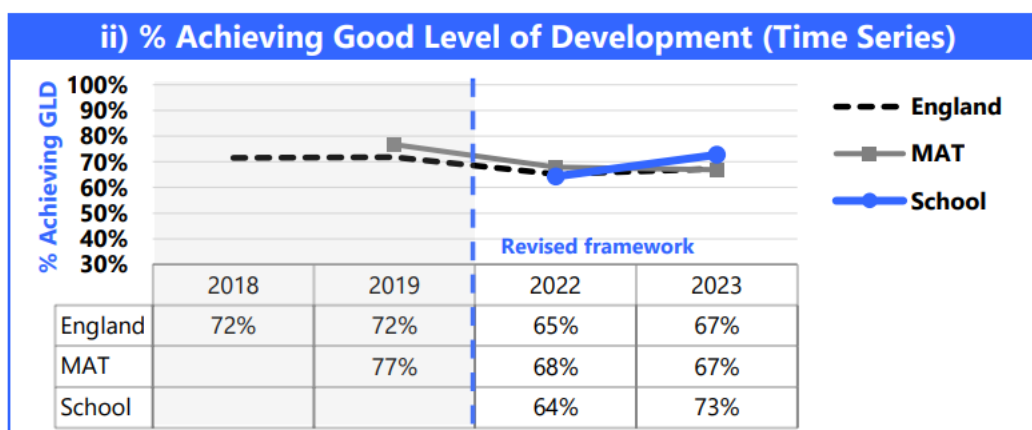
## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil premium strategy outcomes (Teacher Assessed)

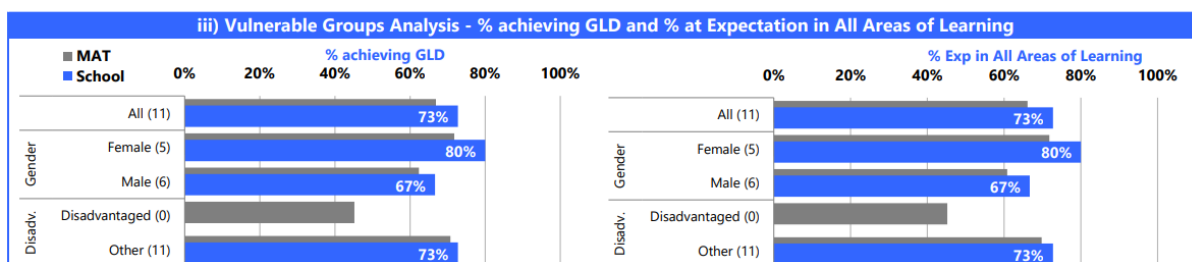
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

BWMAT

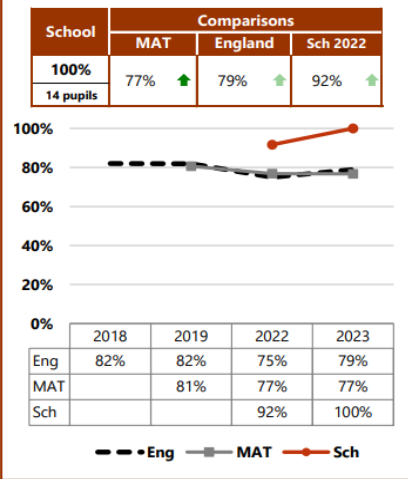


### Early Years Foundation Stage Profile (2023) Swainswick Church School 1b

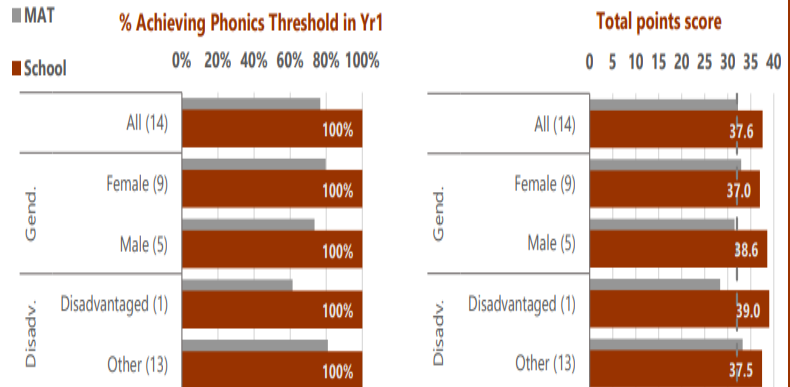


# Year 1 Phonics (2023)

## i) % Achieving Phonics Threshold Year 1



## ii) Vulnerable Groups Analysis

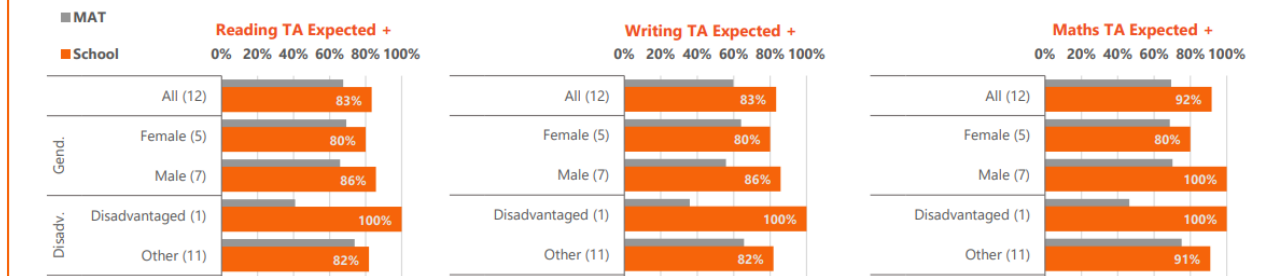


KS1

# Key Stage 1 (2023)

Swainwick Church School **1e**

## v) Vulnerable Groups Analysis - TA

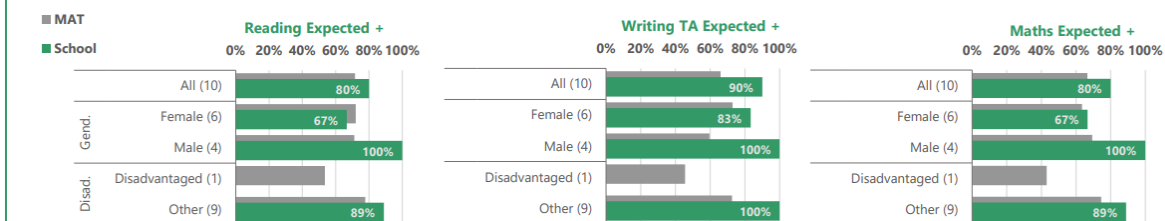


KS2

# Key Stage 2 (2023)

Swainwick Church School **1i**

## v) Vulnerable Groups Analysis



<b>Review of expenditure 2022 - 2023</b>		
<b>Teaching</b>		
<b>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Through subscribing and embedding the use of Little Wandle phonics scheme across EYFS, KS1 and KS2 catch up pupils – 100% of pupils passed the Y1 phonics screening.</p> <p>All relevant staff have received high quality x tables and number bonds training (Count on Provision) from mathematics specialist – Liz Thomas</p> <p>Voice 21 CPD in oracy evidence more identified pupils perform with confidence across the academic year – Assemblies, Class discussion, Presentations, Whole School Performances</p>	<p>To adopt the rigorous approach in phonics and adapt to number bonds and x tables. This is included in SDP</p> <p>Continue to embed Little Wandle and build on last years success of 100%</p>	£3670
<b>Targeted Academic Support</b>		
<b>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Through PP leader, SENCO and teachers working together in Leadership time, assessments where accurately identify enabling structured programmes of interventions to be implemented.</p> <ul style="list-style-type: none"> <li>Provision map and interventions and close monitoring enabled pupils to make progress in identified areas. SENCO and teacher collaborations were completed and evidenced in the Closing the Gap plan/document. This resulting in accelerated progress in Y6 SATS for identified pupils.</li> <li>Through subscribing and embedding the use of Little Wandle phonics scheme across EYFS, KS1 and KS2 catch up pupils – 100% of pupils passed the Y1 phonics screening.</li> <li>Targeted intervention for specific pupils through the Catching up Recovery Programme</li> </ul>	<p>TA to deliver specific phonics and oracy interventions in EYFS/KS1 and KS2 pupil catch up</p> <ul style="list-style-type: none"> <li>To adopt the rigorous approach in phonics and adapt to number bonds and x tables. This included in SDP</li> </ul>	£3642
<b>Wider Strategies</b>		



Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned	Cost
<p>Through Employing a Thrive practitioner, who was able to provide weekly session for identified pupils – we saw a significant impact on self-esteem, reflection and resilience.</p> <p>Through holding termly whole staff meetings – all staff were aware and able to monitor identified pupils.</p> <p>Through employing a lunchtime mentor for identified pupils – positive, social, and active lunchtimes were evidenced for identified pupils.</p> <p>Through lunchtime sports clubs, pupils were empowered active and social.</p> <p>Through enriching opportunities through school trips and residential, pupils were able to grow considerably – building resilience and growth mindset.</p>	<p>A positive approach that will be continued and built upon.</p> <p>To increase residential type activities into forest school provision – team building challenges on site.</p>	<p>£4500</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Thrive Approach	Thrive