



## Swainswick Church School Pupil Premium Strategy Statement 2024-2025

The statement details the school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines the pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending 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>	75
<b>Proportion of disadvantaged pupils</b>	4% 3/75
<b>Proportion of disadvantaged pupils who have SEND</b>	33% 1/3
<b>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)</b>	3
<b>Publish date</b>	September 2024
<b>Review date</b>	September 2025
<b>Statement authorised by</b>	J Hall
<b>Pupil Premium lead</b>	J Hall
<b>Governor lead</b>	Paula Malone and Jess Price

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£5303
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.	£5303
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## 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	Research indicates that children from disadvantaged backgrounds are more likely to experience social and emotional challenges, which can affect their readiness to learn compared to their peers
2	PP children from lower income families have less social, cultural and sporting capital i.e. fewer opportunities to engage in these activities, which are important factors in supporting confidence, social emotional wellbeing, and skills development.
3	Some of our students have persistent absences, and all of the Pupil Premium (PP) students have attendance rates below 93%.
4	PP children often perform at lower levels and experience slower progress in reading, writing, and maths compared to their peers. Nonetheless, this doesn't mean they lack academic potential.

## 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 are ready to learn and in line with their peers	Children can identify how they are feeling using the Zones of Regulation, allowing them to engage with their learning with the correct mindset and discuss how they are feeling to a trusted adult.
2	Remove barriers to allow to children have the same opportunities as their peers to develop confidence, social emotional wellbeing, and skills development.	Children are accessing a range of enrichment and after school clubs to enhance their social skills, build confidence and enhance emotional wellbeing.
3	The mitigating factors of persistent absence will be addressed so that learning time isn't lost. This will ensure that maths and writing attainment is secure.	Attendance for all PP children is at least 95%  Children access identified support to remove barriers to attendance, e.g., Precision Teaching,  Children will take more risks in their learning, and approach tasks with more confidence
4	All PP children to meet ARE in all three areas and accelerated progress needed in maths	Assessment shows writing outcomes narrow between disadvantaged children and their peers. Accelerated progress and improved outcomes in maths and reading.

## Activity in this academic year 2024-2025

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: £2,426 (based on leadership release costs/supply cover costs)**

Activity	Evidence that supports this approach	Challenge number addressed
Staff are implementing Zones of regulation ZOR	<ul style="list-style-type: none"> <li>- EEF Metacognition and self-regulation + 7 months activities</li> </ul>	1
Whole staff training of Behaviour Bites programme to continue work on developing pupils' self-regulation skills through a supported by ongoing nurture group provision for targeted group of pupils.	<ul style="list-style-type: none"> <li>- EEF Behaviour interventions +4 months</li> <li>- EEF Metacognition and Self-regulated learning +7 months.</li> </ul>	1
Weekly Thrive sessions with a qualified practitioner.	<ul style="list-style-type: none"> <li>- Targeted support for vulnerable children</li> <li>- Development in social skills and self-regulation</li> <li>- Bitesize Thrive on the weekly briefing to support whole staff development.</li> </ul>	2
Teachers implementing Oracy in all lessons	<ul style="list-style-type: none"> <li>- EEF Oracy +6 months</li> </ul>	2
Cross school, Trust wide moderation of writing to ensure teaching addresses specific weaknesses in PP pupils writing.	<ul style="list-style-type: none"> <li>- EEF Feedback +6 months</li> <li>- DFE Research supporting fidelity to a scheme.</li> <li>- EEF Effective Professional Development</li> </ul>	1,4
High quality feedback 1-1 conferencing	<ul style="list-style-type: none"> <li>- EEF Feedback +6 months</li> <li>- Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the</li> </ul>	1,4

	task, subject and self-regulation strategies: it provides specific information on how to improve	
TA staff meetings linking CPD between Teachers and support staff linked to specific areas of the curriculum	- EEF collaborative learning approaches + 5 months	1,2,3,4
Implementation of new Attendance Policy and understood by parents. Parents are engaged more in school.	- Children's attendance improves across the school year and does not revert. Increase in parental attendance to school events	3

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

**Budgeted Cost: £1545**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision map and interventions in place Training for staff to ensure connections are made between interventions and classroom teaching.	- This is ongoing, as provision plans are well embedded, but will always be quality checked by SLT. Adaptations and scaffolding for all pupils, including PPG, are noted on the overview for each class.	1,2,3
Pupil progress meetings 3 times a year to discuss impact of interventions.	- SLT, SENDCO and Class teacher discussing barriers and support that can be put in place. - Identify PAOW and target interventions to allow for accelerated progress.	1,2,3,4
TA to deliver specific maths and reading interventions to ensure accelerated progress and pupil catch up.	- Using maths and reading assessments, and teacher knowledge select pupils to receive a targeted support -	1,3,4
1:1 and small group work activities for some children focusing on specific targets enabling children to become more ready to learn and resilient as learners. Monitoring using measurable entry and exit data for intervention programmes.	- Learning can be personalised and therefore focused. - Small groups allow for increased engagement and motivation	1,3,4

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

**Budgeted Cost: £1,332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop package of SEMH support and staff expertise  Thrive Behaviour bites	<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>- Vulnerable children are identified and discussed in SLT meetings to discuss strategies to support.</li> <li>- Lunchtimes sports coach to develop self-confidence.</li> </ul>	4,5
Offer subsidised afterschool club opportunities. Ensure pupils receive equitable offer through equal access to cultural capital opportunities – e.g. cost of trips	<ul style="list-style-type: none"> <li>- Independent activities and support when required.</li> <li>- EEF evidence: Social and emotional learning + 4 months.</li> <li>- EEF evidence: Parental engagement +4 months</li> <li>- EEF evidence: Metacognition and self-regulation +7 months</li> <li>- EEF evidence: Social and emotional learning + 4 months</li> </ul>	2
Ensure all children have access to extracurricular 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
Staff licences for Behaviour Bites programme	<ul style="list-style-type: none"> <li>- EEF Metacognition and Self-regulated learning +7 months.</li> </ul>	1,2
Whole school Thrive approach	<ul style="list-style-type: none"> <li>- EEF Improving Social and Emotional Learning in Primary Schools</li> </ul>	1,2

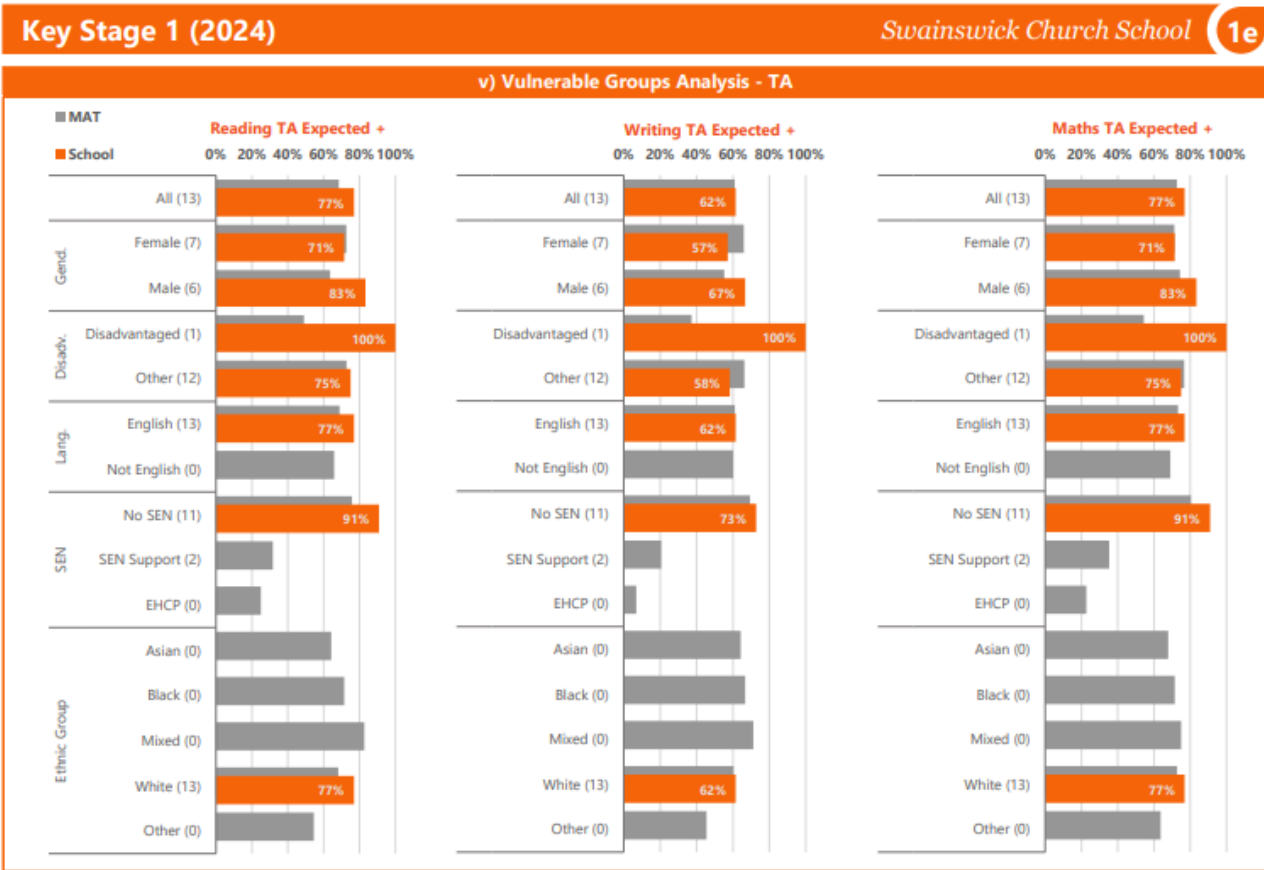
Total budgeted cost: £ 5303

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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.



## v) Vulnerable Groups Analysis



Subject	Commentary on disadvantage progress	Conclusions/actions
<b>Reading</b>	<p>End of KS1 Reading (1/1) PP 100%</p> <p>End of KS2 Reading (0/0) PP 0%</p> <p>Year 3-5 (1/2) PP 50%</p>	<p>Maintain embedded phonics progression to ensure pupils in KS2 are not disadvantaged by phonics gaps.</p> <p>Continue opportunities for reading for pleasure ensuring that engaging texts are used in class.</p>
<b>Writing</b>	<p>End of KS1 (1/1) PP 100%</p> <p>End of KS2 (0/0) PP 0%</p> <p>Year 3-5 (1/2) PP 50%</p>	<p>Continued focus on ensuring expected and accelerated progress to ensure children keep up with learning expectations and recover learning.</p>



<b>Maths</b>	<p>End of KS1 (1/1) PP 100%</p> <p>End of KS2 (0/0) PP 0%</p> <p>Year 3 -5 (4/5) PP 80%</p>	<p>Teachers will be supported to make robust and accurate assessments that are regularly moderated at school, cluster and Trust level.</p> <p>Continue with maths support. Fluent in 5, working memory (flashback 5) worked examples, step counting.</p>
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<b>Review of expenditure 2023 - 2024</b>		
<b>Teaching</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Identified children continue to make expected progress in number bonds, times tables, reading and spelling.	<p>Nessy was effective and supported progress in reading and spelling -will continue</p> <p>All morning tasks are directed at PP children and support their PAOW (number bonds etc) – will continue</p> <p>Timetables Rockstars for all children to support timetables – will continue</p>	
<b>Targeted Academic Support</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>PP leader, SENCO and teachers work together in Leadership time to use assessments to accurately identify which pupils require a structured programme of interventions.</p> <p>TA to deliver specific spelling and oracy interventions in KS1 and KS2 pupil catch up.</p> <p>Targeted intervention for specific pupils through the Catching up Recovery Programme</p>	<p>SEND PP chin have Pupil target plan and Pupil profiles to identify areas of concern. This was then accessed by all staff to support the children – will continue</p> <p>Post teach and interventions support given, especially around AOPW.</p>	

	Small guided group supported understanding in all lessons- will continue	
<b>Wider Strategies</b>		
<b>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Develop package of SEMH support and staff expertise</p> <p>Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence.</p>	<p>Thrive training for a member of staff – Top up training. This allowed discussion with class teachers and SLT to inform next steps of support.</p> <p>Developing self esteem and confidence through class performances, subsidised clubs and trips.</p> <p>Staff training on CPOMS to develop confidence in reporting concerns.</p> <p>Development of wider curriculum and oracy (voice 21)</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*

<b>Programme</b>	<b>Provider</b>
Thrive Approach	Thrive
Behaviour Bites	Behaviour Bites