



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	Swanton Abbott Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	27
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	01.12.22
Date on which it will be reviewed	01.12.24
Statement authorised by	Emma Hamilton-Smith
Pupil premium lead	Emma Hamilton-Smith
Governor / Trustee lead	Sue Traverso

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,295
Recovery premium funding allocation this academic year	£5,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,285
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,780

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, whatever their background or the challenges they face to make good progress and achieve a good attainment in all the subject areas.

We understand that our families' circumstances are varied but common barriers to learning for disadvantaged pupils can be less support at home, weaker language skills, lack of confidence, issues with behaviours as well as attendance and punctuality. We recognise that not all pupils who receive free school meals are socially disadvantaged and we also consider where pupils may be socially disadvantaged but do not qualify for free school meals. We therefore consider how the pupil premium funding is allocated to support any pupils or groups of pupils identified as being socially disadvantaged. This might mean that not all children receiving pupil premium funding will be in receipt of pupil premium interventions at one time.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require most support. Inclusive, quality first teaching is proven to have the most impact on closing the disadvantaged gap.

This strategy is also aligned to supporting all pupils with education recovery. Targeted tutor support with small group and bespoke intervention planned alongside the teacher. This will include support for pupils whose education was most affected, including non-disadvantaged pupils.

The school's approach and response will be based on assessment and early identification of needs.

We will:

- use formative assessment
- challenge disadvantaged pupils with the work they are set
- quickly identify children and set interventions at the immediate point of need
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of attainment.

We consider the challenges faced by our more vulnerable pupils, such as those that have a social worker. The activities outlined in the statement support their needs as well as the needs of the wider learning community.

Challenges

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

Challenge number	Detail of challenge
1	Weaker language and communication skills
2	Low attainment on entry
3	Lack of opportunity and experiences, (ome of this is also due to rural isolation, lack of transport networks) leading to reduced cultural capital required for success both in Education and later life.
4	A range of differing household difficulties that can lead to low engagement from home environments and higher emotional needs
5	

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
<i>Improved progress in phonics and and reading attainment in disadvantaged pupils</i>	End of year reading outcomes in 2023.24 show that an increasing number of disadvantaged pupils meet the expected standard
Improved attainment in writing for disadvantaged pupils	End of year writing outcomes in 2023.24 show that an increasing number of disadvantaged pupils meet the expected standard
Improved attainment in maths for disadvantaged pupils	End of year maths outcomes in 2023.24 show that an increasing number of disadvantaged pupils meet the expected standard
Improved and sustained well being for disadvantaged pupils within the school	Improved well being demonstrated: evidence from pupil voice/parent surveys, teacher observations etc increased participation in enrichment activities both on and off site.

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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS and Key Stage 1 class split into smaller groups with qualified teacher and HLTA support</i>	Enable smaller group provision to support wellbeing, improving learning behaviours and attainment EEf teaching and Learning Toolkit	1,2,3,4
<i>Ongoing resourcing and training to teach Little Wandle Letters and Sounds, a DFE validated synthetic phonics programme to secure and maintain strong phonics teaching for all pupils</i>	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEf teaching and learning Toolkit – Phonics	1,2
<i>Improved resourcing for English and Maths including Literary Curriculum and Times Table Rockstars</i>	Quality texts to support cultural capital. Repeated systematic practice of times tables to build declarative knowledge. Fluent recall of times tables for all pupils	1,2,3
<i>Standardised and diagnostic assessment materials</i>	Identify learner needs to enable specific interventions. EEF	1,2,3

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1,2,3,4
<i>Funding of learning support to 'keep up' pupils who might need</i>	The average impact of the deployment of teaching assistants is about an additional 4 months' progress over the course of a year.	1,2,3

<i>extra phonics/reading support</i>		
<i>Additional HLTA support in Year 3 and 4 and targeted support by TAs in class</i>	The average impact of the deployment of teaching assistants is about an additional 4 months' progress over the course of a year. EEF Teaching and Learning Toolkit –Teaching assistant interventions	1,2,3,4
<i>Timetabled and regular intervention activities to address wellbeing, academic attainment</i>	The average impact of the deployment of teaching assistants is about an additional 4 months' progress over the course of a year.	1,2,3
<i>Lexia Reading</i>		

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued attendance and safeguarding training for school leaders</i>		1,2,3,4
<i>Breakfast Club places to support attendance and calmer start to the school day as required by disadvantaged families.</i>	Support a calmer and focused start to the school day to support emotional and social wellbeing. EEF Teaching and Learning Toolkit	3,4
<i>Access to Enrichment activities including out of school clubs, sports events</i>	Physical activity has important benefits in terms of health, wellbeing and physical development. EEF Teaching and Learning Toolkit – physical activity/extending school time	3,4
<i>Trained Play Leaders to lead directed games and physical activity at lunchtimes</i>	Physical activity has important benefits in terms of health, wellbeing and physical development. EEF Teaching and Learning Toolkit – physical activity/extending school time	3,4
<i>Lengthening the school day</i>	DFE recommendation EEF Teaching and Learning Toolkit – physical activity/extending school time	1,2,3,4
<i>Promote Parental engagement</i>	A range of workshops/events to promote parental engagement. Member of staff time to co-ordinate. Anxiety	3,4

	Curriculum based events i.e. maths, reading etc Music Week Social events Arts and Craft themed events	
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Total budgeted cost: £ 44,000

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.

The performance of the school's disadvantaged pupils during 2021-22 academic year including key stage 1 and 2 performance data, phonic screening results as well as own assessments.

The DfE has shared the school's 2022 performance data with us. Covid 19 had a significant impact and has affected schools and pupils in different ways and this does make it more difficult to interpret the results using data alone. It is difficult to analyse data for our disadvantaged cohorts as due to very small numbers they are individually identifiable.

We have compared our results to those for disadvantaged and non-disadvantaged pupils at both a national and regional level. Both our Year 2 and Year 6 disadvantaged were in line or above both regional and national in reading, writing and maths in 2022.

In school results suggest that disadvantaged children without SEND are broadly in line with non-disadvantaged children in most year groups.

All children have access to a broad curriculum with opportunities to build cultural capital through history themed days, residentials, a range of school trips including, Cromer Museum, Norwich Castle, Gressenhall Museum for example. Lunchtime clubs are available to all.

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
Lexia UK	Lexia UK
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds

Maths Rock Stars	White Rose Maths
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.