# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Swain House Primary |
| Number of pupils in school | 481 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022  2022 – 2023  2023 - 2024 |
| Date this statement was published | 11th November 2021  Reviewed Oct 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Full GB |
| Pupil premium lead | Clare Pugh  Claire Broomfield |
| Governor / Trustee lead | Roger Butterfield |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £223,640 |
| Recovery premium funding allocation this academic year | £23,528 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £247,168 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* * Swain House Primary School will use the available funding effectively so that –   + the attainment, progress, attendance and participation levels of disadvantaged pupils, including pupils in the Resourced provision for Deaf and Hearing Impaired Pupils, improves on the 2019 school figure for disadvantaged pupils   + the school outcomes in all measures continue to close the gap between non-disadvantaged and disadvantaged   + the health and well-being of disadvantaged pupils is prioritised * The current pupil premium strategy plan will target funding on –   + Additional teachers to teach target groups   + Tutors for identified pupils   + Pastoral support for identified pupils in school to improve well-being and readiness to learn   + Pastoral support to parents and family members to improve educational support at home * The key principles of our strategy plan is to promote inclusive practice in all areas of school – to identify barriers to learning for pupils and find school based solutions to removing those barriers |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low levels of education and educational aspirations amongst families |
| 2 | Low levels of communication and language development and lack of relevant play skills and experiences on entering nursery and Reception |
| 3 | Lack of wider life experiences outside of the home and school |
| 4 | Complex family circumstances leading to poor routines and organisation in the home |
| 5 | Low levels of attendance and high levels of persistent absenteeism, including problems with punctuality |
| 6 | Access to technology in the home |
| 7 | Gaps in learning (identified through school based tests in July 2021) following  disrupted school attendance and two lengthy periods of home learning in 2020 and 2021 |
| 8 | Poor physical health, including obesity levels, and poor nutrition |
| 9 | Poor social, emotional and mental health |

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.

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| Intended outcome | Success criteria |
| Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils | * Narrow the attainment gap between Disadvantaged (FSM) and non-disadvantaged pupils in GLD |
| Improved outcomes in the Year 1 and Year 2 Phonic Screening Checks for disadvantaged pupils | * Increased number of pupil premium pupils passing the Year 1 Phonics screening check * The gap between Pupil Premium and Non Pupil-Premium to have narrowed in phonics results |
| Improved outcomes in reading, writing and maths including combined for disadvantaged pupils | * The gap between Pupil Premium and Non Pupil-Premium to have narrowed in end of year outcomes * Increased number of Pupil Premium pupils achieving ARE |
| Pupil premium pupils to make or exceed nationally expected progress rates | * Pupil Premium children to make expected or more than expected in reading, writing and maths * Increased number of Pupil Premium pupils achieving ARE * Gap between Pupil Premium and Non Pupil Premium to narrow |
| Academically able Pupil Premium pupils to achieve at a higher level | * Increased number of academically able Pupil Premium pupils achieving Greater Depth |
| To maintain low rates of absence for all pupils, particularly our disadvantaged pupils | * Maintain the low rates of absence for disadvantaged pupils at lower than the national average |
| To improve the persistent absentee (PA) rates for disadvantaged pupils | Improve the percentage of disadvantaged persistent absentee (PA) pupils |
| To maintain positive indicators of wellbeing for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of wellbeing demonstrated by –   * Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations * A significant increase in participation in out of school hour clubs, particularly amongst disadvantaged pupils * Attendance * Maintain low levels of behaviour incidents * Maintain zero fixed term and permanent exclusions (no exclusions since 2002) |

## 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: £108,259

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deputy Headteacher teaching target group for maths each day in Y3 and Y4  Pupil premium funding allows the Deputy Headteacher to be not class based and allows small group teaching each morning. | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 and 7 |
| Assistant Headteacher responsible for Inclusion and SENDCo teaching target groups in English and maths each day in Y6  Pupil premium funding allows the Assistant Headteacher SENDCo to be not class based and allows small group teaching each morning. | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Improving literacy in KS2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 7 |
| Assistant Headteacher responsible for Upper Key Stage 2 teaching target groups each day in English and maths in Y5  Pupil premium funding allows the Assistant Headteacher for Upper KS2 to be not class based for one year and allows small group teaching each morning (additional teacher employed for one year to take a class). | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Improving literacy in KS2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support led by trained Teaching Assistants | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 and 7 |
| Purchase National Standardised Tests (NTS) for reading and maths from Y1-Y5. Staff use Question Level Analysis (QLA) to identify gaps in learning to inform planning | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  EEF Diagnostic Assessment Evidence Insight | 1 and 7 |
| Mastering Number – in Reception, Year 1 and Year 2 – 4 sessions a week for whole class | The National Centre for Excellence in the Teaching of Mathematics (NCETM) have developed a programme to support pupils in Reception, Year 1 and Year 2 to develop good number sense  <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/> | 1 and 7 |
| Early Years training to support staff to ensure that the setting is providing and enabling environment with a key focus for language development | High quality interactions between adults and children can develop their communication and language skills  EEF Guidance Report – Preparing for Literacy –  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf> | 2 and 3 |

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

Budgeted cost: £12,948

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National Tutoring Programme – school based tutoring to support pupils whose education has been most impacted by the pandemic.  A significant proportion of the pupils will be disadvantaged, including those who are high attaining.  3 children from each class from Years 2-6 | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Improving literacy in KS2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 7 |
| Targeted interventions delivered by fully trained school staff – Teaching Assistants – before or after school to identified pupils.  3 children from each class Years 1-6 | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Improving literacy in KS2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 7 |
| National Tutoring Programme –Partner tuition to support pupils whose education has been most impacted by the pandemic.  A significant proportion of the pupils will be disadvantaged, including those who are high attaining.  (9 groups of 3 pupils weekly (Year 5 and 6) | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Improving literacy in KS2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1 and 7 |
| Loan Chromebooks (already purchased last year) to disadvantaged pupils to use at home and support effective home learning. | There is a strong evidence base that pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home.  In particular, lack of access to technology has been a barrier for many disadvantaged children. | 6 |

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

Budgeted cost: £126,454

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Heavily subsidised residential visits in Y3, Y4, Y5 and Y6 for all disadvantaged pupils. All four residential visits subsidised for all pupils and eligible pupils receive a further 50% subsidy | Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 3 and 8 |
| Visits and visitors into school to support the curriculum and learning of all pupils, including disadvantaged | Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 3 and 7 |
| Two experienced Learning Mentors to take responsibility for Parental involvement to tackle attendance, punctuality and support families with poor organisation and routines  £48,754.80 | Parental engagement has a positive impact, on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4, 5 and 9 |
| To provide Breakfast club for Disadvantaged pupils to improve –   * social interactions between peers * attendance and punctuality * morning routines * nutrition * emotional and mental health | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast> | 4, 5 and 8 |
| To provide a wide range of extra-curricular activities for Disadvantaged pupils | Physical Activity EEF +1  There are wider benefits from regular physical activity in terms of physical development, health and 1,3,4,7 8 After school clubs, therefore strengthen inclusion within school. Wellbeing as well as other potential benefits have been reported such as improved attendance. | 1,3,4,7 and 8 |
| Necessity clothing allowance - cost of 2 sweatshirts to support families getting their children ready for school. | School Uniform Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. All children are equal and present in the same uniform. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. | 4 |
| Speech and language therapist employed by school for one year – service level agreement purchased from Social Enterprise based in Leeds ‘Chatterbug’  (Annual service level agreement for 34 days of one Speech and Language Therapist) | Speech and language therapy from specialist practitioners for identified pupils, including pre-school children, particularly those from socio-economically disadvantaged backgrounds. This strategy is an effective method to support speech and language issues and is shown to have a positive impact on pupils’ language skills.  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf> | 2 |
| Enhanced staffing structure – one Teaching Assistant (TA) per class - to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA) for each part of the school day, including lunchtimes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion.  All TAs paid to attend all weekly staff meetings and five school INSET days. | *‘Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.’*  *‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.’*  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 1, 2, 7 and 9 |
| Implement the Daily Mile and the JU:MP! (Join Us: Move Play!) Project led by Active Bradford. | These two strategies are important in increasing children’s activity levels and are acknowledged for [reducing childhood obesity](http://www.thedailymile.co.uk/research) and recognised within the [UK Government’s 2018 Childhood Obesity Strategy](https://thedailymile.co.uk/media-centre/news/press-release-lets-get-all-british-primary-school-children-running-a-mile-every-day/).  JU:MP! Website –  *‘Research has shown that low levels of physical activity during childhood and adolescence can have a negative impact on children and young people's academic achievements, social abilities and life skills, as well as their health.*  *Born in Bradford data has shown that 77% of 5-11 year olds in Bradford don't do the recommended 60 minutes of moderate to vigorous physical activity each day and 38% leave primary school overweight or obese.*  *Being active doesn't only improve children's physical health, but also their emotional wellbeing, meaning that active children are more confident and happier.’*  <https://thedailymile.co.uk/>  <https://www.activebradford.com/what-is-jump> | 8 and 9 |

**Total budgeted cost:**

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| --- | --- |
| **Teaching** | £108,259 |
| **Targeted academic support** | £12,948 |
| **Wider strategies** | £126,454 |
| **Total** | **£247,661** |

# 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 2021 to 2022 academic year.

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| **Pupil Premium strategies and impact 2021 - 2022**  At Swain House Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. Throughout 2021 - 2022, we offered breakfast club places to approximately 25 pupil premium pupils to ensure that these children were in school on time, well fed and learned much needed social skills in order that they could access learning.  Our Learning Mentors have had dedicated time each day where they rigorously work on attendance issues, contacting parents, offering support for parents and signposting them to other agencies in order to improve attendance. The Learning Mentors have provided individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues.  Some of the money has been used to employ a speech and language therapist (Chatterbug) who has worked with pupil premium children to 11 improve language acquisition and language development. All children made accelerated progress in language development as a result of this work.  Throughout the year, Pupil Premium pupils in Years 4 and 5 were taught either in a small target group or within a smaller group in the classroom for maths and in Year 6 for maths and English. This daily small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, was an effective strategy to support low attaining Pupil Premium pupils or those falling behind.  Residential visits were subsidised for pupils in receipt of pupil premium to widen their life experiences and provide life long memories. All Pupil Premium pupils attended the residential visits from Year 3 to Year 6.   * Y3 Blackhills Camp * Y4 Nell Bank * Y5 Ingleborough Hall * Y6 High Adventure   91 pupil premium families received 2 school jumpers per child.  A number of pupils who are pupil premium also have special educational needs, it is crucial that we devise individual programs of work for these children, which are reviewed regularly. Employing a full time Assistant Headteacher who is responsible for SEND and Inclusion ensures that our most vulnerable children have excellent provision and make good progress.  **Pupil outcomes in July 2022 (updated September 2022)**   * Reception GLD all pupils – 58%. Pupil Premium – 53% * Year 1 phonics all pupils – 78%. Pupil Premium – 75% * Year 2 phonics all pupils – 87%. Pupil Premium – 73% * Year 2 reading all pupils – 66%. Pupil Premium – 65% * Year 2 writing – 59%. Pupil Premium – 61% * Year 2 maths – 70%. Pupil Premium – 70% * Year 2 combined all pupil – 54%. Pupil Premium – 57% * Year 6 reading all pupils – 69%. Pupil Premium 62% * Reading progress measure for all pupils -0.3. Progress measure for Pupil Premium pupils +0.1 * Year 6 writing all pupils – 65%. Pupil Premium 58% * Writing progress measure for all pupils -0.3. Progress measure for Pupil Premium pupils -1.1 * Maths all pupils – 62%. Pupil Premium 50% * Maths progress measure for all pupils +0.7. Progress measure for Pupil Premium pupils +1.0 * Year 6 combined all pupils – 54%. Pupil Premium – 42%   **Attendance**  Attendance September 2021 – July 2022 all pupils - 92.5%. Pupil premium 92.1%.  Attendance remains a key priority in school and will continue to be implemented as part of the Pupil Premium Strategy Plan 2022 – 2023.  **Behaviour and well-being**  Behaviour outcomes in 2022 are good – no exclusions since 2002, reduction in ‘severe’ behaviour incidents and a reduction in bullying incidents recorded. Pupil learning behaviours are a strength of the school. The strategy of one TA per class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA) for each part of the school day, including lunchtimes, has resulted in good outcomes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion.    **Recovery Premium strategies and impact**  School used 3 strategies to support pupils following the pandemic:   * school led tuition * tuition partners through Connex Education * Academic Mentor   **School led tuition** – These sessions were either reading, writing or maths, depending on the gaps in the individual classes/groups and were delivered to pupils in Years 1 to 6. Some sessions were led by teachers (990 hours of tuition) and some were led by Teaching Assistants following NTP training (450 hours). Sessions were delivered in a ratio of 1:3 in blocks of 15 weeks. 65% of pupils receiving school led tuition were pupil premium.  **Reading outcomes**  Y1 – 67% Y1 PP – 63%  Y2 – 65% Y2 PP – 65%  Y3 – 64% Y3 PP – 70%  Y4 – 73% Y4 PP – 79%  Y5 – 67% Y5 PP - 64%  Y6 – 68% Y6 PP – 58%  **Writing outcomes**  Y1 – 62% Y1 PP – 63%  Y2 – 59% Y2 PP – 61%  Y3 – 64% Y3 PP – 70%  Y4 – 59% Y4 PP – 58%  Y5 – 59% Y5 PP – 50%  Y6 – 64% Y6 PP – 54%  **Maths outcomes**  Y1 – 66% Y1 PP – 63%  Y2 – 70% Y2 PP – 70%  Y3 – 69% Y3 PP – 65%  Y4 – 73% Y4 PP – 79%  Y5 – 61% Y5 PP – 57%  Y6 – 61% Y6 PP – 50%  **Tuition partners** – Connex Education delivered online tutoring sessions before, during and after school to pupils in Years 5 and 6. (810 hours) The ratio of these sessions was 1:3. These sessions focused on maths only. 51% of the pupils attending these sessions were pupil premium. Of all the pupils who received the tutoring with Connex, 72% achieved ARE in maths by July 2022.  **Academic Mentor** – Started in school in November 2021 working with Years 3 to 6 with a focus on reading. The Academic Mentor taught reading strategies to small groups as well as listening to individual readers. She worked with target pupils after school, again with a focus on reading. The Academic Mentor worked with at least 12 pupils from Years 3 to 6. 63% of the pupils she worked with were pupil premium.  Reading results for July 2022 are as follows – Year 3 – 64%, Year 4 – 73%, Year 5 – 67%, Year 6 – 68%.  ***See data above for July 2022 outcomes***  **Technology**  Pupils who did not have technology at home to support with their learning (eg TT Rock Stars, homework, coding etc) had access to Chromebooks for home use throughout the year. All Year 6 pupils were offered to loan Chromebooks and during the year, all pupils had access to technology at home. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

**Further information (optional)**

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| *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 Pupil Premium pupils, that is not dependent on pupil premium or recovery premium funding.* |
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