

St. Swithun's C of E Primary Academy: Pupil premium strategy statement:

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	45 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2026/27
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Hannah Howlett
Pupil premium lead	Paul Charly
Governor / Trustee lead	Jill Priddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,520

Part A: Pupil premium strategy plan

Statement of intent

At St Swithun's C of E Primary Academy our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As an academy, we believe in educating the whole child, not just academic success.

The focus of our pupil premium strategy is to support pupils eligible for Pupil Premium to achieve that goal, including progress for those who are already high attainers. 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. At St. Swithun's, we believe that giving all children opportunities that may ordinarily out of their grasp.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that pupils are in school by closely monitoring attendance;
- ensure disadvantaged pupils are appropriately challenged in the work that they are set;
- act early to intervene at the point need is identified through early SEND intervention (Educational Need), through the Early Help team (Social Need) and/or in EYFS unit;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PPG are more likely to be absent.
2	Pupils eligible for PPG are less likely to attain national benchmarks in reading.
3	Pupils eligible for PPG are less likely to attain national benchmarks in writing.
4	Pupils eligible for PPG are less likely to attain national benchmarks in maths.
6	Pupils eligible for PPG are more likely to exhibit low level disruptive behaviours, which impact on their academic progress.
7	Pupils eligible for PPG are less likely to access opportunities outside of school which might further their understanding of the world (visit museums, art galleries etc.).

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
Pupils eligible for PPG attend regularly and punctually so they can access the highquality teaching at St. Swithun's.	Attendance is in line with other pupils locally and nationally.
Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in reading.	Progress in reading assessments for disadvantaged pupils is accelerated. FFT Reading Assessment Programme shows that pupils are making good progress relative to their starting points.
Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in writing	Progress in writing assessments for disadvantaged pupils are accelerated. Pupils' writing work books show clear progression through the year.
Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in maths.	Progress in maths assessments for disadvantaged pupils are accelerated. Attainment at the end of key stage 2 is in line with national expectations.
Teachers use effective classroom management strategies to support good classroom behaviours.	All classrooms are calm and orderly environments as this is essential for pupils to be able to learn.
All pupils have access to opportunities outside of the classroom which further their understanding of the world	Pupils' motivation and positive attitudes to learning are high. Positive attitudes impact pupils' approach learning tasks in later stages of education. Vocabulary in wider curriculum subjects is enhanced, which has a positive impact on writing.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English: purchase reading books to enrich the reading spine. Targeted texts chosen to use as part of quality first teaching. Book study to act as a stimulus for reading and writing.	EEF Literacy at KS2 Recommendations: 1. Develop pupils' language capabilities through books read to children. 2. Support pupils to develop fluent reading capabilities. 3. Teach reading comprehension strategies through modelling and supported practice 4. Teach writing composition strategies through modelling and supported practice	2, 3
FFT Reading Assessment Programme Fluency programme to be introduced in LKS2	EEF Literacy at KS2 Recommendations: Target teaching and support by accurately assessing pupil needs and support pupils to develop fluent reading capabilities.	2
Maths – consultant to support professional understanding in mathematics. Resources to support mastery and increasing greater depth Release time for teacher to upskill in Y5/6 Maths content. Additional targeted small group provision for greater depth Maths	EEF Mathematics at KS1 Recommendation 1: Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. EEF Mathematics at KS2 Recommendation 4: Ensure that pupils develop fluent recall of number facts	4
Purchase additional maths resources to support fluency and recall of maths facts through repetition and retrieval practice	EEF Mathematics as KS2 recommendation 4: Enable pupils to develop a rich network of mathematical knowledge Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts.	4

Release time for SENCo– professional development / coaching to improve provision in classrooms.	EEF Special Educational Needs in Mainstream Schools Recommendations: 1. Create a positive and supportive environment for all pupils, without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants	6
To embed a whole school approach to developing Character. Implementation across school of a 'Character Curriculum' that will sit at the heart of the School's curriculum offer.	Character education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society. Schools should aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	4,5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	Independent evaluations have led to NELI being the best-evidenced early language programme available: • NELI children made 3-5 months' additional progress in language skills in just six months. • NELI children's behaviour was shown to improve significantly (compared to control group). • Children with English as an Additional Language (EAL) made the same additional progress. • NELI has a very high evidence security rating – 5/5 according to EEF. • NELI is not expensive to implement – the EEF's cost rating is 'very low'. • NELI's positive effects can be seen long-term with gains in language and word reading still seen 2 years later.	2,3

Explicit teaching of Reading comprehension and Fluency in reading – whole class and small group. To include English Consultant support for class teachers and TAs	Explicit teaching of reading comprehension strategies – EEF teaching and learning toolkit. EEF - Reading comprehension can be improved by teaching specific strategies that children can apply both to monitor and overcome barriers to comprehension. These include: Prediction, questioning, clarifying, summarising, inference and activating prior knowledge.	1,2
Phonics – interventions Daily sessions	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	2,4
Weekly small group and one-to-one Reading and Maths sessions for children in KS2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind.	1,2,3,5
Engage with secondary colleagues to develop Y6 into 7 maths bridging unit to support transition to secondary including summer project.	EEF KS2 recommendations Maths: 8 There is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school. Primary and secondary schools should develop shared understandings of curriculum, teaching and learning.	4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance: Engage with attendance support from wider trust network. Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Delivery of ELSA (Emotional Literacy Support Assistant) Training to support trauma informed approaches. Release time and training for ELSA Lead	EEF Improving Behaviour in Schools: Recommendation 1: Know and understand your pupils and their influences. Recommendation 2: Teach learning behaviours alongside managing misbehaviour Recommendation 5: Use targeted approaches to meet the needs of individuals in your school EEF Social and Emotional Learning: Recommendation 1: Teach SEL skills explicitly.	6
Accessing enrichment activities by subsidising for pupils eligible for the PPG. Provide 3 educational enrichment experiences per year for each child in school.	Enrichment activities play a crucial part in enhancing the experience of vulnerable students and building their capacity as learners, for example in language acquisition. These activities can give vulnerable learners a 'taste of success', increasing their confidence and in turn, raising aspirations for the future.	7
Provision of a daily Breakfast Club with funded places for disadvantaged children	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	

SEND support	EEF Special Educational Needs in Mainstream Schools recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions Recommendation 5: Work effectively with teaching assistants	2,3,4, 6
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Total budgeted cost: £ 75,000

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

Attendance

Whole School Attendance 23/24

Attendance: **90.02%**

PA:**34.58%**

All Pupil Premium children:

Attendance: 89.57%

PA:37.5%

Non Pupil Premium Children

Attendance: 90.55%

PA: 31.4%

Impact: The gap between PP and non PP attendance is closing with both groups attendance improving. The gap has reduced to less than -1% from a previous gap of -4%

There is still a significant gap when comparing persistent absentees (below 90% threshold) of -6%. Although PA for PP has reduced by 10% compared to the previous year.

Next Steps: Attendance will therefore remain a focus for the Pupil Premium Strategy 2024-25, particularly with a focus on reducing persistently absent pupils.

Outcomes 2023/24

Summary data for Key Target Groups (23/24)

Year Group	Total Number of children	% at the EXP Standard	Number of children	PP Children	% at the EXP Standard	SEND Children	% at the EXP Standard	Notes
EYFS – GLD	17	53%	9	6	66% (4)	4	0%	
Year 1 Phonics	15	60%	9	8	37% (3)	2	50% (1)	
Year 2 Phonics	6	33%	2	2	100% (2)	3	33% (2)	
KS1 Reading	13	54%	7	5	80% (4)	4	25% (1)	
KS1 Writing	13	38%	5	5	40% (2)	4	0%	
KS1 Maths	13	38%	5	5	40% (2)	4	25% (1)	
KS2 Reading	11 10	55% 60%	6 6	7	57% (4)	3	0%	
KS2 Grammar, Punctuation & Spelling	11 10	55% 60%	6 6	7	57% (4)	3	0%	
KS2 Maths	11 10	55% 60%	6 6	7	57% (4)	3	0%	
KS2 Writing	11	36%	4	7	42% (3)	3	0%	

Impact:

In many areas, Pupil Premium children have achieved as well as, or better than Non Pupil Premium children. Strategies to enhance quality first teaching and interventions across the school will remain a focus for the Pupil Premium Strategy 2023/24 – 2026/27

Previous academic year 2022/23

Attendance

Whole School Attendance 22/23

Attendance: **87%**

PA: 45.5%

All Pupil Premium children:

Attendance: **85%**

PA: 47.1%

Non Pupil Premium Children

Attendance: **89%**

PA: 43.1%

Impact: There is still a significant gap when comparing Pupil Premium children with Non-Pupil Premium children. Over 40% of the Pupil Premium children were Persistent Absentees (below 90% threshold) Next Steps: Attendance will therefore remain a focus for the Pupil Premium Strategy 2023/24 – 2026/27.

Outcomes

Summary data for Key Target Groups (22/23)

Year Group	Outcomes All Children	National	PP	Non-PP
EYFS – GLD	53%	67%	80%	40%
Year 1 Phonics	58% Scored 32+	80%	50%	55%
KS1 Reading	50% EXP	69%	66%	42%
KS1 Writing	40% EXP	61%	66%	28%
KS1 Maths	50% EXP	71%	100%	28%
KS2 Reading	71% EXP+	74%	83%	63%
KS2 Grammar, Punctuation & Spelling	82% EXP	73%	72%	100%
KS2 Maths	82% EXP+	74%	81%	83%
KS2 Writing	71% EXP	71%	72%	66%
KS2 Combined	64% EXP	61%	63%	66%

Impact: In many areas, Pupil Premium children have achieved well when compared with Non Pupil Premium children. Strategies to enhance quality first teaching and interventions across the school will remain a focus for the Pupil Premium Strategy 2023/24 – 2026/27

