



## Pupil Premium Strategy Statement 2020/21

### School Vision

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

### Pupil Premium Funding

#### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

#### Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium

## **Pupil Premium Strategic Principles**

**Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by Pupil Premium strategy group and are shared with the governors**

### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

### **Clear, responsive leadership**

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

<b>Pupil Premium Strategy Group</b>		
<b>Team member</b>	<b>Role</b>	<b>Approach</b>
<b>Headteacher</b> John Paterson	Strategic overview of pupil premium strategies, curriculum recovery and catch up. Strategic financial management of pupil premium funding and COVID-19 catch-up funding.	Briefing governors in Finance and Buildings, Personnel and FGB meetings with strategic documents.
<b>Inclusion Lead/SENDCo</b> Zoe Morgan	Strategic monitoring of processes and procedures. Analysis of PP progress data. Identification of target groups. PP pupil conferencing.  Strategic overview and monitoring of class-based interventions and specific programmes for the disadvantaged pupils and pupils with SEN. Data analysis of progress of pupils with SEN. SEN pupil progress meetings with class teachers. Support teachers with targeted interventions to support children with SEN not making expected progress.	Ensure tracking grids are updated following assessments following data drops. Meetings with staff, reviewing wider provision; recording interventions and pupil conferencing.  Updating Jon for Data/progress meetings.  Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact. Minute Strategic group session (held before FGB) so impact form is fed back to governors.
<b>Deputy Headteacher</b> Jon Flynn	Strategic overview of case studies. Analysis of case study progress data. Identification of children on case studies not making expected progress.  Data and progress meetings with all class teachers, focusing on identified target pupil premium children.	Ensure tracking grids are updated following assessments.  Meetings with staff following data drops, recording interventions and pupil conferencing.  Updating Data/progress meeting minutes.  Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact.
<b>Inclusion governor</b> Cheryl Young	Review the effective use of funding and the impact of the PP Strategy.	Termly meeting with Zoe to include: 'High level' data review of children's provision/progress Update FGB on impact grid, sharing challenges and next steps
<b>KS2 lead/Maths Lead</b> Tony Hughes	Data and progress meetings (alongside Jon) with KS2 class teachers, focusing on identified target pupil premium children. Support KS2 teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS/KS1 teachers and leaders, ensuring that	Know KS 2 PP children's achievements Meet with teachers in KS2 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet

	<p>their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p> <p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in maths. Maths work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Monitoring: Quality first teaching in maths for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p>
<p><b>KS1 lead</b> Siobhan Hall</p>	<p>Data and progress meetings (alongside Jon) with EYFS/KS1 class teachers, focusing on identified target pupil premium children. Support EYFS/KS1 teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS/KS1 teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p> <p>Strategic overview of parental engagement – highlighting target children and families, monitoring their engagement, supporting staff to work with families.</p>	<p>Know EYFS/KS1 PP children's achievements Meet with teachers in EYFS/KS1 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet</p> <p>Monitoring: Impact of Parental Engagement across the school planning/intervention notes, feedback from children's/parents' conferencing Recorded on headline sheet</p>
<p><b>English lead</b> Jane Saunders</p>	<p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in reading and writing. Reading and writing work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p>
<p><b>Phonics/early reading lead</b> Jo Hughes</p>	<p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in phonics and early reading. Phonics and early reading work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p> <p>This will look like: Venn diagram tracking and children's group lists, highlighting children's progress</p>

		Quality of teaching and learning of phonics across children in stage of early reading
<b>Teaching Assistant</b> Naomi Hunter	Form a link between teaching assistants and leaders, ensuring that their views are heard. Bring any concerns or suggestions from teaching assistants to the strategy group to be addressed.	Each half term, conference TAs to identify things that are helpful and should continue and things that they identify as barriers. Pass this to Zoe.
<b>Attendance Officer</b> Tanya Clay	Rigorous monitoring of the attendance of pupil premium children. Raise concerns about children with poor attendance.	Add the attendance figures to the PP tracking document prior to the strategy meetings.
<b>Review Dates for academic year:</b>	<p>3<sup>rd</sup> November 2020: Familiarisation with pupil premium strategy document</p> <p>9<sup>th</sup> February 2021 (additional meeting): Review of strategy group roles and set dates/areas of focus for the year</p> <p>1<sup>st</sup> March 2021: Post-COVID lockdown recovery plan</p> <p>18<sup>th</sup> May 2021: Review PP strategies – effectiveness of current strategies, consideration of new strategies (EEF, visit to Alderwood, strategy review meeting with RI 21.1.21, Maximising the Impact of the Pupil Premium by Mark Roland)</p> <p>6<sup>th</sup> July 2021: Compile the final published impact statement and to prepare new strategy to be published in readiness for the new academic year (linked to the development of the school improvement plan).</p> <p>Each review is reported to the governing body.</p>	

Current Financial Profile						
<b>Financial Year</b>	April 2020-21	<b>Number of Pupils eligible for PP</b>	61	<b>Breakdown of PP Pupils</b>		
<b>NoR</b>	427	<b>Total PP budget</b>	£73 730	<b>FSM/Ever 6</b>	<b>Service</b>	<b>LAC</b>
<b>Date of Statement</b>	3.9.2020	<b>Review Date(s)</b>	April 2021	51	9	1

Current Academic Profile				Breakdown of PP Pupils			
<b>Academic Year</b>	September 2020-21	<b>Number of PP children</b>	63		<b>FSM/Ever 6</b>	<b>Service</b>	<b>LAC/PLAC</b>
<b>NoR</b>	421	<b>Percentage of PP children on roll</b>	15%	<b>Number of pupils</b>	53	8	2
				<b>Percentage of pupils on roll</b>	13%	2%	0.5%

Year group data has been removed due to the smaller numbers of children.

<b>Summary allocation of funding</b>				
<b>Teaching and Learning</b>				
<b>Intent</b>	<p>To increase combined ARE to 85%.</p> <p>For disadvantaged children to make progress in line with, or exceeding, their peers.</p> <p>For disadvantaged children to have targets and strategies so achievement can be seen against the assessment statements and the children demonstrate progress in line with, or exceeding, that of their peers.</p> <p>For teachers to drive support for non ARE disadvantaged children to have targets and strategies so achievement can be seen against the assessment statements and the children achieve ARE.</p> <p>For teachers to drive support for non ARE/borderline children's parents to have targets and strategies, so they are actively supporting their children at home. Achievement can be seen against the assessment statements and the children achieve/strengthen ARE. Therefore children achieving &lt;ARE achieve combined ARE.</p>			
<b>Funded item/initiative</b>	<b>Barriers to overcome</b>	<b>Implementation</b>	<b>Desired Impact</b>	<b>Expenditure</b>
Additional allocated support from a qualified teacher or HLTA for disadvantaged pupils, targeted to where the need is across the school	Understanding of core concepts	<p>Case studies for all PP children who are not making expected progress</p> <p>Pre-teaching during afternoon target time</p> <p>Post-learning support through afternoon target time</p> <p>Additional intervention time</p>	<p>Children's gaps in their learning are identified and addressed through SMART target setting, allowing them to make accelerated progress</p> <p>Children are given opportunities to explore concepts in advance of the lesson, giving them confidence and a greater understanding during the lesson</p> <p>Children are able to overlearn and consolidate learning after the lesson to ensure that the learning is retained and misconceptions are addressed.</p>	£18 030

			Interventions ensure that gaps in learning are targeted, allowing them to make accelerated progress	
Allocated TA time for disadvantaged pupils	Exposure to concepts	<p>Case studies for all PP children who are not making expected progress</p> <p>Pre-teaching during afternoon target time</p> <p>Post-learning support through afternoon target time</p> <p>Additional intervention time</p>	<p>Children's gaps in their learning are identified and addressed through SMART target setting, allowing them to make accelerated progress</p> <p>Children are given opportunities to explore concepts in advance of the lesson, giving them confidence and a greater understanding during the lesson</p> <p>Children are able to overlearn and consolidate learning after the lesson to ensure that the learning is retained and misconceptions are addressed.</p> <p>Interventions ensure that gaps in learning are targeted, allowing them to make accelerated progress</p>	£38 700
Librarian	<p>Limited access to quality texts</p> <p>Parental illiteracy</p>	Visits to Bishop's Waltham library on the school minibus, supported by the school librarian	<p>Children develop a love for reading</p> <p>Children have access to a wide range of books</p>	£5 000



		<p>Texts being read by PP children not making expected progress tracked on a weekly basis</p> <p>Librarian works alongside teachers, directing them to quality texts for different reading and interest levels</p> <p>Targeted work with PP children by librarian</p> <p>Author visits arranged by librarian to promote a love of reading</p>	<p>Children are reading books which are at an appropriate level and they find engaging</p> <p>Accelerated progress in reading</p> <p>Attainment in reading is equal to that of their peers</p>	
<b>Emotional, social and behavioural support</b>				
<b>Intent</b>				
<b>Funded item/initiative</b>	<b>Barriers to overcome</b>	<b>Implementation</b>	<b>Desired Impact</b>	<b>Expenditure</b>
ELSA	Emotional concerns, reducing engagement in learning	Allocated time to identified children based on needs	Children are happier. Boxall results demonstrate improvement for children	£2 000
1:1 emotional/behavioural support	Emotional/ behavioural concerns, reducing capacity for learning	Additional adult supporting individual needs and thrive based curriculum	Child is more able to participate in class learning and achieve academic success	£7 000
<b>Enrichment</b>				
<b>Intent</b>				
<b>Funded item/initiative</b>	<b>Barriers to overcome</b>	<b>Implementation</b>	<b>Desired Impact</b>	<b>Expenditure</b>
Gardening experiences	Opportunities outside of the school setting	Session a week with children	Calm space for children to learn new skills and to work as a team	£1 000
Minibus lease	As set in School Development Plan	Bus available to support the wider curriculum	Children can more easily access experiences as the school can take them there more readily	£500
Cooking	As set in School Development Plan	Session a week with children	Calm space for children to learn new skills and to work as a team	£1 000

Subsidised music tuition	Financial barriers to music tuition	Music sessions paid for	Children participate in musical opportunities they would not do otherwise	£500
Subsidised trips	Financial barriers to attending school trips	Direct funding	Children participate and have opportunities	-
Subsidised residential visits	Financial barriers to attending residential visits	Direct funding	Children participate and have opportunities	-
Sporting/event prioritisation	Opportunities outside of the school setting	Planned opportunities for festivals and tournaments for children to participate in. Use of mini bus helps access	More children experience sports and team events	-

<b>School Improvement Plan 2020/21 priorities for disadvantaged pupils</b> <i>(Extracts from SIP that directly impact on PP outcomes; leadership / quality of education / outcomes)</i>			
<b>Objectives</b>	<b>Success criteria</b>	<b>Actions / professional development</b>	<b>Monitoring</b>
For disadvantaged children to have targets and strategies so achievement can be seen against the assessment statements and the children demonstrate progress	All disadvantaged children make expected progress or greater.  Disadvantaged children who have not made expected progress make accelerated progress towards ARE or GDS.	1:1 meetings between SENCO and staff to ensure the children are making progress  Development of TA training provision  Learning walks, pupil conferencing, supporting colleagues where there is an identified need  Identify children not making sufficient progress and meet with those teachers to discuss and support as required	Half termly tracking of disadvantaged data  Half-termly meetings between inclusion lead and headteacher to discuss progress of all disadvantaged pupils  SLT book looks and pupil conferencing
For teachers to drive support for non SEND/non ARE children to have targets and strategies so achievement can be	All disadvantaged children make expected progress or greater.	1:1 meetings between SENCO and staff to ensure the children are making progress  Development of TA training provision	Half termly tracking of disadvantaged data  Half-termly meetings between inclusion lead and headteacher to discuss

<p>seen against the assessment statements and the children achieve ARE</p>	<p>Disadvantaged children who have not made expected progress make accelerated progress towards ARE or GDS.</p>	<p>Learning walks, pupil conferencing, supporting colleagues where there is an identified need</p> <p>Identify children not making sufficient progress and meet with those teachers to discuss and support as required</p>	<p>progress of all disadvantaged pupils</p> <p>SLT book looks and pupil conferencing</p>
<p>For teachers to drive support for non ARE/borderline children's parents to have targets and strategies, so they are actively supporting their children at home. Achievement can be seen against the assessment statements and the children achieve/strengthen ARE. Therefore children achieving &lt;ARE achieve combined ARE.</p>	<p>All disadvantaged children make expected progress or greater.</p> <p>Disadvantaged children who have not made expected progress make accelerated progress towards ARE or GDS.</p>	<p>1:1 meetings between SENCO and staff to ensure the children are making progress</p> <p>Development of TA training provision</p> <p>Learning walks, pupil conferencing, supporting colleagues where there is an identified need</p> <p>Identify children not making sufficient progress and meet with those teachers to discuss and support as required</p>	<p>Half termly tracking of disadvantaged data</p> <p>Half-termly meetings between inclusion lead and headteacher to discuss progress of all disadvantaged pupils</p> <p>SLT book looks and pupil conferencing</p>
<p><b>Strategic developments 2021 -2023</b> (This can outline developments to strengthen the quality of education for disadvantaged pupils)</p>			
<p>Professional development Review research from schools with similar demographics Cluster network meetings (to be discussed at meeting)</p>			

## The impact of last year's pupil premium priorities and outcomes 2019-20

### Quality of teaching

#### English:

Reading culture was improved through the development of year group libraries in Key Stage 2, improving access to a wide range of current authors and classic texts. Children took part in Hampshire Book Awards and World Book Day celebrations. Whole class guided reading continued to be developed, allowing children of all abilities and backgrounds to access challenging texts and build understanding alongside their peers. The lowest 20% in reading attainment were identified and their independent reading began to be tracked. These children read to, or with, an adult more often to improve their fluency and stamina and help them to catch up with their peers.

#### Maths:

The initiatives for improving times tables, including using Numberlink boards to support the 1, 10, 5 strategy, improved attainment across the school. Y6 children (times tables champions) were trained and were effective in providing additional times tables support to target Y4 children. Unfortunately, this will not be able to be used in the autumn term 2020 due to new safety measures. Parents were also introduced to the 1, 10, 5 derive method of learning times tables through workshops and letters. Additionally, they had the opportunity to purchase 1, 10, 5 derive boards so they could support children at home. All children in Y3 to Y6 are likely to be behind in their times tables on the return to school in autumn 2020 and a greater focus will be given to times tables to accelerate progress. The use of the Numberlink boards will continue and new staff introduced to the strategy.

Core models, a variety of strategies and the initiative for tackling word problems will continue to be a focus in 2020-21.

Staff have been given advice on planning and strategies to catch up for the return to school. Quick identification of children and appropriate support will need to be monitored and a focus for autumn.

#### Wider curriculum:

Subject leaders have sharpened knowledge and skills progressions in the foundation subjects. Therefore the curriculum intent is clearer. The curriculum has been remapped and task designs have been refined. The enquiry based approach is enabling all pupils, including disadvantaged, to connect, develop and deepen their learning.

During the COVID lockdown, an online curriculum was provided through the website and use of Class Dojo and Tapestry. Hard copies of work were printed for children who were unable to access work online for parents to collect from office. These packs of work were delivered to

families who were unable to collect from school. Equipment was lent to those who required it, including laptops and practical resources (e.g. Numicon, number grids, phonic mats).

Teacher assessments were used in transition so that new teachers could effectively plan the recovery curriculum. These were based on likely attainment based on March assessments prior to lockdown.

### **Targeted academic support**

Case studies illustrate how disadvantaged pupils have made good progress across sequences of learning. Formative and summative assessments are used to forensically analyse learning gaps. Interventions are therefore targeted and precise. The COVID pandemic altered how academic support was targeted. Some children were supported through 1:1 virtual maths, reading and phonics lessons using Zoom or Microsoft Teams with either a teacher or teaching assistant. Socially distanced reading sessions took place with some children in need of additional support on their driveways. Children needing additional support were provided with work adapted to their needs.

### **Emotional, social and behavioural support**

ELSA continued to be provided to those needing it. 1:1 behaviour support was provided to keep one child in school. A play therapist was employed to support a child.

During the COVID pandemic, all PP families were regularly contacted through SH, our parental support link member of staff. Where year groups were not in school, children were contacted each week by a member of staff. Some children were supported through ELSA Zoom sessions with KD, our ELSA.

### **Enrichment**

Many opportunities for enrichment have been limited due to the COVID pandemic. However, PP families were supported to enable all PP children to attend residential (prior to the COVID pandemic). Gardening club and the Swanmore bike shed were used to provide wider opportunities. A minibus was purchased to provide access to wider opportunities outside of school.

## **The impact of service premium for 2019/20 academic year**

ELSA support for children when identified.

Families were regularly contacted throughout the pandemic when the children were off school.

Play therapist provided for child when identified as needing support.

<b>COVID-19 lockdown phase</b>
<p>Attendance in school; childcare provision            Home learning; year group and personalised tasks, reading fluency            Safeguarding; vulnerable returns to LA; external agencies            Support to vulnerable families; free school meals, keep in touch e mails and phone calls            FSM voucher provision            Lending of equipment e.g. laptops            (See PP COVID support matrix for further information: T:\DISADVANTAGED GROUPS\COVID support)</p>
<b>Reintegration June/July 2020</b>
<ul style="list-style-type: none"> <li>- Risk assessments for pupils with EHCPs and communication to parents</li> <li>- Catch up planning for Year R, 1 &amp; 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.</li> <li>- Home learning, fluency in reading and mathematics.</li> <li>- Interventions</li> <li>- July; transition information: summative assessments, domain analysis and learning behaviours</li> </ul>
<b>Recovery curriculum planning – September 2020</b>
<ul style="list-style-type: none"> <li>- Catch up planning for pupils that did not attend school in summer term: align the catch up coverage with the new year’s curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21</li> <li>- Recovery planning; revisit key learning from previous year’s curriculum, rapidly close the most vital ‘gaps’ in knowledge and skills, teach coverage not taught or not taught in sufficient depth.</li> <li>- Interventions</li> </ul>