

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our children receiving Pupil Premium funding.

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	Swanmore CE Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	13% (55 pupils)
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	John Paterson
Pupil premium lead	Katherine Burdett
Governor / Trustee lead	Ian Wollam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – September 2023 to July 2024 Pupil premium funding allocation financial year 2021/22 (April 2021 to March 2022) Ever 6 - 52 @ £1345 = £69940 Post looked after children - 1 @ £2345	£72,285
Pupil premium funding allocation financial year 2022/23 (April 2022 to March 2023) Ever 6 - 52 @ £1385 = £72020 Post looked after children - 0 @ £2410	£72,020
Pupil premium funding allocation financial year 2023/24 (April 2023 to March 2024) Ever 6 - 55 @ £1455 = £80025 Look after children - 2 @ £2530 = £5060	£85,085
Recovery premium allocation academic year 2023-2024	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

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.

Our school vision underpins our Pupil Premium Strategy as we strive to support our children and families who we describe as 'currently experiencing socio-economic challenges'- more commonly referred to as Disadvantaged. 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 these families to achieve that goal, including provision for those who are already high attainers.

Our Pupil Premium Strategy focusses on the continual development of the following aspects:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs

We have a range of strategies in place, as outlined in this document, to support this development and these aspects are regularly monitored and reviewed by the Pupil Premium strategy group. We believe that governors play an important role in the successful implementation of the strategy and the impact of the strategy is shared regularly with them.

Our community is made from families from a wide range of backgrounds. As a school, we have more traveller families than the national average and less children receiving Pupil Premium than those nationally (School FSM 13% / National FSM 23.8%). However, we also have a number of families who are not receiving additional support but face socio-economic challenges. Our aim is to support and improve the life opportunities for children and families in this situation.

We strive for all children to attain well, in preparation for the next stage of their education. Our approach is aimed at supporting identified common challenges amongst our families facing socio-economic challenges, including, but not limited to, attendance, poor learning behaviours and those struggling with social/emotional wellbeing. We aim to build strong relationships with our families and seek to gain families' views to ensure that our approach is based on diagnostic assessment of our communities' challenges.

Our approach will be responsive to common challenges and individual's needs. To ensure it is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure systems are in place so that all pupils feel supported and well cared for academically, socially and emotionally

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our Inclusion Co-ordinator leads the Pastoral Care Team to support the needs of the children and families in school and at home. These strategies include identifying challenges we could support; morning transition sessions for children in support of attendance, Emotional Literacy Teaching Assistant (ELSA) sessions to build emotional resilience and strategies for children to use in school. Our 'Swanmore Larder' looks to support families who may need help with food at home when times are challenging. We employ staff to support learning in classes and to deliver additional learning where needed. Our Librarian supports children to have a love of reading and engage with texts as we believe reading is the doorway to learning.

Challenges

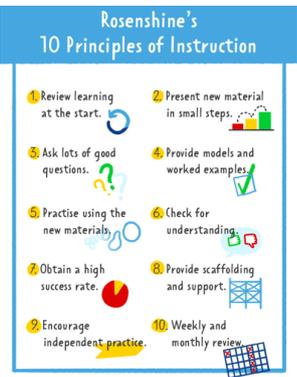
This details the key challenges to achievement that we have identified among our children receiving Pupil Premium funding.

Challenge number	Detail of challenge
1	<p>Outcomes in the core subjects especially in Reading and Writing.</p> <p>Internal assessments indicate that attainment in all core subjects for children receiving Pupil Premium funding is lower than non- disadvantaged.</p>
2	<p>Our attendance data between 2019-21 indicates that attendance for children receiving Pupil Premium funding has been between 5.4% and 6.4% lower than for the whole school cohort.</p> <p>In 20-21, 25.4% of children receiving Pupil Premium funding have been 'persistently absent' compared to 11.7% of the whole school during that period. Our assessments and observations indicate that absenteeism is negatively impacting children receiving Pupil Premium funding' progress.</p> <p>We have identified that children receiving Pupil Premium funding are more likely to arrive after learning has begun this is then a significant challenge due to children missing learning tasks which support their retention and recall.</p>
3	<p>High quality, inclusive teaching and independence.</p> <p>There is evidence that children receiving Pupil Premium funding are not working as independently as their peers and over-rely on adult support. From observations as well as talking to children and teachers with Pupil Premium advisor (Tor Flynn), children do not have strategies other than self-assessment cups and putting their hand up when their learning becomes trickier. They are also not making links with prior learning within some classrooms; children are sometimes sat in fixed groups instead of using AfL and a more flexible approach to grouping.</p>
4	<p>Reading</p> <p>Conversations with parents and pupils have revealed that children receiving Pupil Premium funding are less likely to regularly read at home compared to children not receiving Pupil Premium funding.</p> <p>Data from previous strategies to support reading engagement at home, shows that children receiving Pupil Premium funding are less likely to engage as readily.</p>
5	<p>Social, Emotional & Mental Health</p> <p>Our assessments (including an increase in demand for ELSA and referrals to the MHST), observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect children receiving Pupil Premium funding, including their confidence, communication skills and ability to regulate behaviour.</p>
6	<p>Wider Opportunities</p> <p>Our observations, conversations and internal monitoring has demonstrated that children receiving Pupil Premium funding are likely to have had fewer opportunities to access experiences or clubs/groups.</p>

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
<p>Outcomes For children in Years 2 and 6 who are in receipt of pupil premium funding, to achieve Age Related Expectations (ARE)</p> <p>21-22 Yr2 (9 chn) R 56% W 56% M 67% Yr6 (16 chn) R 63% W 56% M 63%</p> <p>22-23 Yr2 (6 chn) R 67% W 50% M 67% Yr6 (9 chn) R 60% W 60% M 70%</p> <p>23-24 Yr2 (10 chn) R 70% W 30% M 80% Yr6 (8 chn) R 50% W 37% M 50%</p>	<ul style="list-style-type: none"> An increase in children receiving pupil premium funding achieving ARE in reading, writing and maths. <p>NB The number of disadvantaged children varies greatly from year group to year group.</p> <ul style="list-style-type: none"> For children receiving pupil premium funding to make at least expected progress based on their previous key stage data.
<p>Attendance To achieve and sustain improved attendance for all pupils, particularly our children receiving Pupil Premium funding.</p>	<p>Sustained high attendance to 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between children receiving Pupil Premium funding and their non-disadvantaged peers being no more than 1%. the percentage of all pupils who are persistently absent (PA) being below 7% and the PA gap between children receiving Pupil Premium funding and their non-disadvantaged peers being no more than 3% Strengthened parental links with disadvantaged families (SDP) as a result of pastoral team attending EBSA training. (SDP)
<p>High quality, inclusive teaching and independence. Teachers use tools (Rosenshine's Principles of Instruction/Retrieval Practice) to enable children to plan, monitor and evaluate their own learning. Children can recall and use a range of strategies to facilitate independent learning with additional adults used to supplement and not replace the teacher.</p>	<ul style="list-style-type: none"> From observations and talking with pupils, children have a range of strategies when learning becomes tricky. There is less reliance on adult support to begin activities, accessing resources and implementing self-regulation strategies. Support staff can be seen promoting independence and are not always working with the same children within learning walks and from talking with children. Pupils report strategies beyond putting their hand up to support learning independently, e.g. use of mathematical equipment, displays, word banks, scaffolds and whiteboards.

 <p>Rosenshine's 10 Principles of Instruction</p> <ol style="list-style-type: none"> 1. Review learning at the start. 2. Present new material in small steps. 3. Ask lots of good questions. 4. Provide models and worked examples. 5. Practise using the new materials. 6. Check for understanding. 7. Obtain a high success rate. 8. Provide scaffolding and support. 9. Encourage independent practice. 10. Weekly and monthly review. 	<ul style="list-style-type: none"> • Ch. use retrieval practice and Rosenshine principles to enable them to plan, monitor and evaluate their learning.
<p>Reading</p> <p>For children in receipt of pupil premium funding and below ARE to have made accelerated progress in reading, comprehension and to have developed a greater interest in reading.</p>	<ul style="list-style-type: none"> • KS2 reading outcomes in 2023/24 show that more than 70% of children receiving Pupil Premium funding met the expected standard at Yr2 and 50% at the end of Yr6. • Internal data shows children's reading ages have significantly improved. • More pupils are regularly accessing the library? • Pupil conferencing shows pupils are excited about reading.
<p>Social, Emotional & Mental Health/Behaviour.</p> <p>To achieve improved wellbeing for all pupils in our school, particularly our children receiving Pupil Premium funding.</p> <p>There are clear foundations of behaviour (ready, respect and safe) consistently applied across the school, with a clear script used by all adults. Children and adults have strategies to self-regulate and co-regulate emotions.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • An improvement in the Strength and Difficulty questionnaires. • Reduction in reports of bullying. • Children can recall a range of strategies from TRICKBOX as well as from MHST CARE workshops (Yr5/6) to manage and regulate their emotions and mental health. • A significant increase in participation in enrichment activities, particularly among children receiving Pupil Premium funding. • All staff have an increased range of strategies to support their own SEMH needs as well as have an improved understanding of how to support children with SEMH needs.
<p>Wider Opportunities</p> <p>For children in receipt of pupil premium funding to have access to a range of wider opportunities, including music tuition and sports events, school trips and outdoor activities, especially children who are looked after.</p>	<ul style="list-style-type: none"> • Increase in children receiving Pupil Premium, engaging in wider opportunities such as music tuition and sports events, school trips and outdoor activities. Opportunities linked to warming up future learning. • From student voice, children report that they enjoy and sustain an interest.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach to teaching and learning.</p> <p><i>(Managing challenging behaviour, supporting children with communication & interaction needs as well as SEMH, supporting HQT within the classroom).</i></p>	<p>“Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class” (Education Endowment Foundation website)</p> <p>“With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” (Education Endowment Foundation website)</p>	1, 3, 5
<p>Phonics and Reading To ensure there is a consistently strong approach to Early Reading/phonics across the school (SDP)</p> <p>(Parental training, developing children’s phonics environments, coach and team-teach with new staff, support Yr3 team to support ch.who did not pass phonics at KS1, develop further multi-sensory tasks,</p>	<p>EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.</p> <p>‘Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds’</p> <p>‘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’</p>	1, 4

<p>continued promotion of regular reading at home and extend badge award scheme to Yr3.</p>		
<p>CPD for teaching staff</p> <p>CPD meetings will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Includes continued learning communities CPD with a focus around 'Retrieval Practice' and Rosenshine's Principles.</p> <p>INSET days involve experts and subject specialists.</p>	<p>Rosenshine's Principles.</p> <p>HIAS approach, I do, we do, you do, to further support children's understanding and rehearsal of their learning.</p> <div data-bbox="507 548 1189 981" data-label="Diagram"> </div> <p>Rosenshine and HIAS advice, to support the retention of key learning.</p>	<p>1, 3</p>
<p>Pupil Progress Review Meetings (PPRMs)</p> <p>Review and develop format of PPRMs to focus on combined reading, writing and maths (RWM) attainment and pupil's next steps, identifying common trends.</p> <p>Introduce regular catch-ups with staff to discuss progress of pupils receiving pupil premium funding alongside assessment manager (HT).</p>	<p>Advice from HIAS assessment network meetings</p>	<p>1</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading comprehension and fluency</p> <p>Additional interventions for children below ARE teaching reading comprehension skills and strategies using the Hampshire toolkit.</p> <p>Lunch support staff to stay 1.5hrs after lunch to ensure all pupils below ARE are heard read regularly (3x each week at KS2 & 4x each week at KS1) by a trained adult in school.</p>	<p>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.” (Education Endowment Foundation website)</p> <p>Networking with school recommended by HIAS. Positive impact on outcomes.</p>	1, 3, 4
<p>KS2 phonics</p> <p>Embed the practice of Y3 children who are not secure yet in their phonics continuing daily phonics teaching following the Read Write Inc. (RWI) model.</p> <p>Children in year 4-6 who are insecure in their phonics to take part in the 1:1 RWI phonics intervention.</p> <p>Phonics training for staff in years 3 and 4 so they are more readily able to support those children.</p> <p>Supporting new teachers to KS1 with phonics teaching.</p>	<p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.” (Education Endowment Foundation website)</p>	1, 3, 4
<p>Small group and 1:1 tuition</p> <p>Additional teacher to support specific teaching, where</p>	<p>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive,</p>	1, 3, 4

<p>possible with additional teachers taking the class to allow class teachers to complete targeted work with small groups or 1:1</p> <p>Training of TAs to support 'High Quality Teaching' within the classroom as well as structured intervention to small groups and/or 1:1.</p> <p>Develop the use of pre- and post-intervention assessments to track progress.</p>	<p>targeted academic support to those identified as having low prior attainment or at risk of falling behind." (Education Endowment Foundation website)</p> <p>"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind." (Education Endowment Foundation website)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of Social, Emotional and Mental Health Learning (SEMH)</p> <p>Embedding of Trick Box resource for all classes through Collective Worship to revisit and as a starter to PSHE sessions.</p> <p>Training for TAs as well as new teaching staff. Develop Trick Box mentors.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support children receiving Pupil Premium funding to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment." (Education Endowment Foundation website)</p>	5
<p>Attendance</p> <p>Additional time and roles for the Attendance Officer for improved tracking and monitoring. Instigates support for children and families.</p> <p>½ hour morning transition sessions into school caring for our chickens.</p> <p>'Emotionally Based School Avoidance</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1 2 5

(EBSA) training for whole pastoral team. Develop the project throughout the year.		
Librarian Increased hours to support reading interventions and promote a love of reading, including the outside library.	research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016. https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/	1, 3, 4
Gardening/grounds experiences Employed TA to provide opportunities to access the 'Swanmore Shed' and part-time teacher to lead work within the grounds on different learning.	https://www.sciencedirect.com/science/article/pii/S2211335516301401 The results presented here suggest that gardening can improve physical, psychological, and social health, which can, from a long-term perspective, alleviate and prevent various health issues facing today's society.	6
Minibus lease To offer Day trips in the holidays, Termly experiences to support pre learning and to access the local library.	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf Wikeley found that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	6
Subsidised music tuition	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	1, 6
Subsidised trips	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	1, 6
Swanmore Larder Monthly 'pop-up foodbank' in school which supports the local Meon Valley FoodBank	The Trussell Trust identified a range of factors that may be triggers for needing food aid. EEF- this will reduce pupil hunger and increase overall pupil health. Improvement in health and reduction in hunger is hypothesised to improve pupil concentration and behaviour, and increase the productivity of the learning environment	1, 6
Subsidised residential visits	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation." (Education Endowment Foundation website)	1, 6
Sporting/event prioritisation	"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). (Education Endowment Foundation website)	1, 6

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.

End of KS2

KS2 **16 Children** **1 Ch. = 6%**

	PP Outcomes (%)	Non-PP outcomes (%)	Gap (%)
Reading	ARE+ 44 GDS 0	ARE+ 89 GDS 45	ARE+ -45 GDS -45
Writing	ARE+ 50 GDS 0	ARE+ 85 GDS 36	ARE+ -35 GDS -36
Maths	ARE+ 38 GDS 0	ARE+ 87 GDS 28	ARE+ -49 GDS -28
Combined	ARE+ 38 GDS 0	ARE+ 79 GDS 13	ARE+ -41 GDS -13

- Largest difference is in maths, closely followed by reading.

Data from July 2022

KS1 **9 Children** **1 Ch. = 11%**

	PP Outcomes (%)	Non-PP outcomes (%)	Gap (%)
Reading	ARE+ 38 GDS 25	ARE+ 85 GDS 39	ARE+ -47 GDS -14
Writing	ARE+ 28 GDS 25	ARE+ 71 GDS 21	ARE+ -43 GDS +4
Maths	ARE+ 63 GDS 13	ARE+ 81 GDS 27	ARE+ -18 GDS 14
Combined	ARE+ 38 GDS 13	ARE+ 67 GDS 12	ARE+ -29 GDS +1

- Largest difference is in reading closely followed by writing @ KS1

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

'Leaders have recognised and responded proactively to the previously lower performance of disadvantaged pupils. They sought external support and have implemented a rigorous plan to increase the academic achievement of these pupils. As a result, disadvantaged pupils are learning more and engaging more in school life' (OFSTED report May 2023).

Teaching

CPD for support staff

Staff conferencing has demonstrated that having regular 'Learning communities' to come together, share practice and reflect upon classroom strategies is valued by the support staff team and has increased confidence particularly around beginning to enable children to manage their own learning.

Phonics and Reading

Phonics data has historically been high year on year.

All teachers received RWI INSET training in September 2022 which was monitored throughout the rest of the year by the phonics lead and support given where needed to facilitate the best outcomes for all children. Rigorous monitoring quickly identified children who were 'falling behind', intervention, and support was given.

'Staff implement robust processes to ensure that pupils in infant classes learn early reading skills as quickly as possible. The early reading scheme is well-embedded. Appropriate support is in place for pupils who find learning to read more difficult'. (OFSTED, May 2023).

CPD for teaching staff

Learning walks have shown strategies from 'Learning Communities' being used across all classes.

Targeted Academic Support

Reading comprehension toolkit These are regularly being used through guided reading sessions, but their use needs to be continually revisited during 23-24 to support PP children below ARE in targeted interventions due to changes in staff.

Regular readers Children below ARE are being heard read regularly in school. There continues to be positive feedback regarding the new scheme which was introduced to years 4-6 for children below ARE. Children are engaged in reading the books. 'Hi-lo' books continue to be used to run alongside and compliment the scheme books. There are also now further group sets of these books to allow teachers to carry out small group reading sessions with children below ARE.

This is the expectation of how regularly children are heard read by an adult within school. This could be an individual read or a group read. Some of these reads may also be by volunteer adults rather than school staff.

	EYFS/KSI	KS2 (see note below)
Below ARE	4x per week	3x per week
ARE+	1x per week	No expectation to be heard read in school
Home	4x per week	

Monitoring shows that this is usually being achieved weekly, however there are challenges fitting this in alongside other interventions and whole school events as well as meeting the needs of all children who are currently below ARE for reading.

Peer tutoring Times tables champions continued in 2022-2023.

69% of Yr4 children attained a score of 21-25 within the multiplication check. This was 9% higher than Hampshire (60%). 60% of children targeted for intervention achieved above the national average in the test (national average increased to 20 this year) . For 23-24, continue times tables champions' intervention. Reading partners continued in 2022-2023 with positive outcomes.

KS2 phonics Librarian carried out paired reading with lowest 20% of Year 3, either 1:1 or in small groups. On average, from September to July, children taking part in the intervention made 31 months progress in reading age and 22 months progress in comprehension age. RWI phonics took place daily for children who had not achieved the phonics screen. By July 22, only one child in year 3 had not passed the phonics screen.

Geography 'What's in the News'

Yr6 team continued to update a reading board within Yr6 and the geography board within the school hall with current news from around the world to engage with reluctant readers.

Wider Opportunities

Grounds and Additional Opportunities

The 'Swanmore Shed' is now fully up and running, offering small group projects such as constructing bird houses to use in our school grounds and small animal hides. New projects will continue next year.

Minibus Where families did not take up the opportunity for days out, we need to survey families to see where they might like to go. We plan to extend to visits for children to support pre learning of upcoming projects in school.

Music £500 was allocated to subsidise music lessons. We need to continue to offer this to families to include the hire/loan of instruments.

Trips £1000 was allocated to subsidise the cost of residential visits as well as £500 to subsidise day trips. *'All pupils have the chance to develop interests through a range of clubs and trips'* (OFSTED 2023).

Sports 20 children participated in clubs which is an increase compared with the previous year. 11 children attended competitions. We strive to continue to further increase participation.

'Disadvantaged pupils are learning more and engaging more in school life' (OFSTED 2023).

Library

Author visits occurred for both KS1 and KS2 as well as continued lunchtime reading events and use of the outside 'Reading Garden'. Our librarian also supports reluctant readers as well as providing children with books who do not have as much access at home. A 'love of reading continues through the school' (OFSTED 2023)

End of KS2 2023 Results:

KS2 **9 Children** **1 Ch. = 11%**

	PP Outcomes (%)	Non-PP outcomes (%)	Gap (%)
Reading	ARE+ 56 GDS 22	ARE+ 91 GDS 47	ARE+ -35 GDS -25
Writing	ARE+ 56 GDS 11	ARE+ 87 GDS 15	ARE+ -31 GDS -4
Maths	ARE+ 25 GDS 0	ARE+ 80 GDS 29	ARE+ -55 GDS -29
Combined	ARE+ 67 GDS 0	ARE+ 85 GDS 38	ARE+ -18 GDS -38

KS1 **8 Children** **1 Ch = 12.5%**

	PP Outcomes (%)	Non-PP outcomes (%)	Gap (%)
Reading	ARE+ 63 GDS 13	ARE+ 86 GDS 38	ARE+ -23 GDS -25
Writing	ARE+ 38 GDS 0	ARE+ 82 GDS 18	ARE+ -44 GDS -18
Maths	ARE+ 63 GDS 13	ARE+ 86 GDS 32	ARE+ -23 GDS 19
Combined	ARE+ 38 GDS 0	ARE+ 82 GDS 16	ARE+ -44 GDS -16

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
Additional clubs	Creative Kidz (Until Dec 2023)
Active Schools Programme	Active Me 360 (offering wrap around care from Jan 2023).

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pupil premium funding allocation financial year 2021/22 (April 2021 to March 2022)

Service Children - 9 @ £310 = £2790

Pupil premium funding allocation financial year 2022/23 (April 2022 to March 2023)

Service Children - 12 @ £320 = £3840

Pupil premium funding allocation financial year 2023/24 (April 2023 to March 2024)

Service Children - 15 @ £335 = £5025

Our service pupil premium allocation is used to staff a services club, provide coffee catch ups for parents and to contribute towards the hours our ELSAs and support colleagues have to support children should they have an emotional need.

The impact of that spending on service pupil premium eligible pupils

Children receiving the service pupil premium allocation are settled in school and receive additional emotional support when required. We are hoping to develop provision for service families in 2023-2024.

Pupil Premium Strategy Group		
Team member	Role	Approach
Headteacher 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. Ensure tracking grids are updated following assessments data drops. Meetings with staff, reviewing wider provision; recording interventions Data/progress meetings alongside inclusion lead.
Inclusion Lead/SENDCo Katherine Burdett	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 children receiving Pupil Premium funding and pupils with SEN. Data analysis of progress of pupils with SEN. SEN pupil progress meetings with class teachers. Support teachers with high quality teaching and TA deployment to support children with SEN not making expected progress.	Meetings with staff, reviewing wider provision; recording interventions. Data/progress meetings alongside headteacher. Pupil conferencing. Preparing statement to governors' FGB meeting, highlighting Issues, Intervention and Impact. Minute Strategic group session (held before FGB) so impact form is fed back to governors.
Deputy Headteacher Bex Lamport	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.

<p>Inclusion governor Ian Wollam</p>	<p>Review the effective use of funding and the impact of the PP Strategy.</p>	<p>Termly meeting with Katherine to include: Review of children's provision/progress. Update FGB on impact grid, sharing challenges and next steps.</p>
<p>KS2 lead/Maths Lead Tony Hughes</p>	<p>Data and progress meetings (alongside Bex/Katherine) 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.</p> <p>Implementation of whole school quality first teaching approaches in maths, especially the use of flexible groupings and effective TA deployment in order to improve maths results for disadvantaged children (SDP) Maths work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p> <p>Bring concerns or suggestions from teachers to the strategy group to be addressed.</p>	<p>Know KS1 & KS2 PP children, their current attainment in maths as well as current barriers for children currently not on track to be ARE+.</p> <p>Support teachers in KS1 and KS2 in the teaching of maths with the support of HIAS Advisor to support delivery and practice as well as deployment of additional teaching (SDP).</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>KS1 lead Tricia Clark</p>	<p>Data and progress meetings (alongside Bex and Katherine) with KS1 class teachers, focusing on identified target pupil premium children. Support KS1 teachers with targeted interventions to support PP children not making expected progress.</p> <p>Strategic overview of parental engagement – highlighting target children and families, monitoring their engagement, supporting staff to work with families.</p>	<p>Know KS1 PP children and their achievements. Meet with teachers in KS1 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet. Identify common barriers to further progress being made.</p> <p>Monitoring: Impact of Parental Engagement across the school planning/intervention notes, feedback from children's/parents' conferencing Recorded on headline sheet</p>

	Bring concerns or suggestions from teachers to the strategy group to be addressed.	
English lead Jane Saunders	<p>Implementation of whole school quality first teaching approaches in reading and writing and effective use of TA to support children's learning. To improve writing results for disadvantaged children across the school, particularly Y4 and Y5 (SDP)</p> <p>Reading and writing work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p>	<p>Know KS1 & KS2 PP children, their current attainment in reading and writing as well as current barriers to making further progress.</p> <p>Support teachers in KS1 and KS2 in the teaching of reading and writing with the support of HIAS Advisor to support delivery and practice as well as deployment of additional teaching (SDP)</p> <p>to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet. Identify common barriers to further progress being made.</p> <p>Monitoring: Quality first teaching (QFT) in English for PP children, including the effective use of TAs. QFT mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p>
EYFS lead/ Phonics/early reading lead Jo Hughes	<p>Data and progress meetings (alongside Bex/Katherine) with EYFS class teachers, focusing on identified target pupil premium children. Support EYFS teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS teachers and leaders, ensuring that 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 high quality teaching in</p>	<p>Know EYFS PP children's achievements</p> <p>Meet with teachers in EYFS to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet</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>

	phonics and early reading. Phonics and early reading work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.	This will look like: Venn diagram tracking and children's group lists, highlighting children's progress Quality of teaching and learning of phonics across children in stage of early reading
Attendance Officer Tanya Clay	Rigorous monitoring of the attendance of pupil premium children. Raise concerns about children with poor attendance and monitor.	Add the attendance figures to the PP tracking document prior to the strategy meetings.
Review Dates for academic year:	<p>5.12.23 - Meet to remind of initiatives and interventions, share data from November data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is.</p> <p>5.3.24 - share data from February data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is</p> <p>4.6.24 - share data from May data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is</p> <p>02.7.24 - What is final data looking like for children receiving PP? What are plans for PP next year? Each review is reported to the governing body.</p>	