

# Swaffham C of E Primary Academy's Pupil Premium Strategy Statement with December 2024 Review

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and **includes a review as of December 2024 shown in green and previous years Dec 2023 shown in blue and 2022 shown in purple.**

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 December 2024

| Detail                                                                                                          | Data                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| School name                                                                                                     | Swaffham C of E Primary Academy                                                                                  |
| Number of pupils in school                                                                                      | 209                                                                                                              |
| Proportion (%) of pupil premium eligible pupils                                                                 | 32%                                                                                                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 4 academic years<br>Sept 2021- July 2022<br>Sept 2022- July 2023<br>Sept 2023- July 2024<br>Sept 2024- July 2025 |
| Date this statement was first published                                                                         | December 2021                                                                                                    |
| Date on which it will be reviewed                                                                               | <b>December 2022</b><br><b>December 2023</b><br><b>December 2024</b>                                             |
| Statement authorised by                                                                                         | Nicola Kaye                                                                                                      |
| Pupil premium lead                                                                                              | Nicola Kaye                                                                                                      |
| Governor / Trustee lead                                                                                         | Bill Muir                                                                                                        |

## Funding overview

| Detail                                                 | Amount                                                                                                   |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Pupil premium funding allocation this academic year    | <b>2024/2025: £91760</b><br><b>2023/ 2024: £90115</b><br><b>2022/ 2023: £102490</b><br>2021/2022 £101840 |
| Recovery premium funding allocation this academic year | <b>2024/2025: n/a</b><br><b>2023/ 2024: est 9715</b><br><b>2022/ 2023: £11455</b>                        |



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|                                                                                                                                                                             | 2021/ 2022 £9400                                                                    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0                                                                                  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 2024/2025: £91760<br>2023/2024: £99830<br>2022/ 2023: £113945<br>2021/ 2022 £111240 |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our aim is to provide the best curriculum experience for every child so that all children will make good or better progress in their learning, regardless of any challenges they may face or differing backgrounds they may have. Through our curriculum, high quality of teaching and our holistic approach to supporting all children, we aspire that all children will be able to speak, read and write with fluency by the time they leave us in year 6 and that they will be creative, resilient problem solvers.

High-quality teaching is central to every child making progress in our school. Informed by research produced by such bodies as the Education Endowment Fund (EEF- **Moving Forward, Making a Difference: Planning Guide For Schools**), we know that it is this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching (**The 5 a day approach- EEF**) is the biggest single factor that facilitates progress for ALL children, not just disadvantaged. High-quality teaching is further supplemented by targeted support that focuses in on the specific needs of our disadvantaged pupils.

We recognise that the COVID pandemic has meant that children have gaps in their education and that these gaps are greater for disadvantaged pupils. Our Pupil Premium strategy includes accurate diagnostic assessment of evident and emerging gaps and responsive teaching strategies which aim to close gaps and address misconceptions through whole class teaching and targeted interventions. Our interventions include pastoral interventions and academic therapies delivered in the school day as well as use of the Recovery Curriculum in previous years to support the delivery of School Led tutoring- some of which is delivered after the school day.

While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine through regular Pupil Progress Meetings and contributes to us deciding how we use our Pupil Premium and Recovery Premium funding to support wider strategies which we feel will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Pupil Premium funding is designed to address underlying inequalities and challenges faced by pupils who are eligible for or have previously been eligible for free school meals (FSM and Ever 6), Looked after Children (LAC), and those who have parents in the Armed Forces. We monitor outcomes for these pupils in all areas – academically, socially and emotionally, and for attendance.

We aim to support not just individual children but the whole school community as we recognise that all children regardless as to whether they are eligible for pupil premium have extra needs at different times in their school life.

### Challenges: These have been reviewed in December 2024- review comments shown in green

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
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| 1 | <p>Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.</p> <p><b>Most recent assessment data shows that:</b></p> <p><b>50% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for reading and 80% are not yet secure in writing (Dec 2024).</b></p> <p><b>67% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for reading and 87% are not yet secure at the expected standard for writing.</b></p> <p><b>70% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for reading and 80% are not yet secure at the expected standard for writing.</b></p> <p><b>73% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for reading and 90% are not yet secure at the expected standard for writing.</b></p> <p><b>83% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for reading and 100% are not yet secure for writing.</b></p> <p><b>100% of current Yr 1 disadvantaged pupils are not yet secure at the expected standard for reading and writing.</b></p> <p><b>50% of current Reception disadvantaged pupils are not yet secure at the age related standard for Communication and Language, Speaking, Word Reading and 75% for Comprehension ELGs. So a significant number of reception children are below ARE for speaking</b></p> |
| 2 | <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><b>Dec 2024 Review: this challenge remains.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3 | <p>Assessments, observations and discussions with pupils indicates gaps in number and arithmetic skills with disadvantaged pupils having lower confidence and ability with mathematics compared to their peers.</p> <p>This impacts on their fluency and confidence in maths.</p> <p><b>Most recent assessment data shows that:</b></p> <p><b>70% of current Yr 6 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>60% of current Yr 5 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>70% of current Yr 4 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>64% of current Yr 3 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>83% of current Yr 2 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>80% of current Yr1 disadvantaged pupils are not yet secure at the expected standard for maths.</b></p> <p><b>New Reception cohort data shows that:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|   | <b>25% of all disadvantaged pupils are working at age related expectations for number and numerical pattern.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4 | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures during the COVID pandemic to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in maths, spelling, handwriting, grammar and reading comprehension.</p> <p><b>December 2024: this challenge remains- particularly prevalent in current Year 6, 5 cohorts who joined from a feeder school prior to our school changing status to a primary school.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5 | <p>Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social isolation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><b>December 2024 Review: This challenge remains and is still significant. Very notable in Reception cohort this year, last year and year before (current years 1 and 2 as well as Reception) as well as Year 6 as a cohort who transitioned to us in September 2021. This can be seen in Thrive assessments as well as behaviour data. The leadership team recognised that our SEMH provision needed to change to meet this need and invested in THRIVE as a whole school approach to supporting SEMH need and provision from September 2022 as well as NORFOLK STEPS- we can see the impact of this in terms of a consistent approach towards supporting pupils and families and in terms of a reduction in behavior incidents and exclusions. The leadership team have recognized the need to build further on staff training to support all staff across the school to support this cohort of pupils and have allocated some PPG funds towards yearly STEP on and STEP up training for all staff.</b></p> |
| 6 | <p>Our attendance data over the Autumn Term 2021 indicates that attendance for disadvantaged pupils has been 4.55% lower than for non disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p><b>Dec 2024 Review: attendance has improved (see data at the review section of this report) but remains a challenge. We are able to show improvements through a case study approach which shows the impact of bespoke intervention to families by our SAFS team.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 7 | <p>The COVID pandemic has impacted negatively on disadvantaged families/ pupils more than for non disadvantaged. Finances are strained for many disadvantaged families and this has contributed to being ready to learn by having a good breakfast and having the right equipment/ environment to learn at home if remote learning was imposed as well as impacting on mental health.</p> <p><b>Dec 2024 Review: This challenge remains and is increased with the cost of living crisis.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

| Intended outcome                                                                                                                                            | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Improved oral language skills and vocabulary among disadvantaged pupils.                                                                                    | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                                                                                                                                                                                                                           |
| Improved reading progress and attainment among disadvantaged pupils and attainment gap between disadvantaged and non disadvantaged pupils is reduced.       | Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 reading outcomes in 2024/25 show that disadvantaged pupils have made accelerated progress to close the gap with national figures.                                                                                                                                                                                                                                                                                    |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                                                                       | Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 maths outcomes in 2024/25 show that disadvantaged pupils have made accelerated progress to close the gap with national figures.                                                                                                                                                                                                                                                                                      |
| To improve attainment in writing for disadvantaged pupils at the end of KS2 through a focus on handwriting, spelling, grammar and modelling writing skills. | Each class can evidence that the current attainment gap between disadvantaged and non disadvantaged pupils is diminishing. KS2 writing attainment 2024/2025 shows that disadvantaged pupils have made accelerated progress to close the gap with national figures.                                                                                                                                                                                                                                                                                  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                                              | Those pupils who have regular input and intervention from the SAFS/ Thrive Team make progress at least in line with their disadvantaged peers.<br>Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• a significant reduction in behaviour issues related to friendship</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |

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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>Attendance in line with national data</li> </ul> |
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## Activity in this academic year 2024- 2025

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost **2024: £29 000**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
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| <p>Purchase of standardised diagnostic assessments- PIXL. Pupil Asset</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Release time for Raising Standard Lead</p> <p><b>From Sept 2024: Weekly PD sessions for teachers to support how teachers adapt their planning to plug gaps in learning, attendance at PIXL conferences, 1: 1 sessions with PIXL Associate, release time to visit DNEAT Lead PIXL school, Wider Leadership release time to track and monitor impact and support staff</b></p> | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | 1, 2, 3                       |
| CPD for teachers and TAs Communication Champions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ‘Most children develop speech and language skills effortlessly, but some are slow to develop these skills and then go on to struggle with literacy and academic                                                                                                                                                                                      | 1, 2                          |

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| <p>NELI/ <b>WELLCOMM</b><br/>Resources and training</p> <p>External agency referral (SALT)<br/><b>From Sept 2024:<br/>1 hr release time for 4 staff for training and support to deliver sessions.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>skills throughout their schooling' see DfE Research Report DfE -RR134, Sue Roulstone et al.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| <p>CPD and resources for teachers and TAs<br/>Phonics, spelling, <b>Jolly Grammar</b>, reading, vocabulary, <b>addressing punctuation</b>, supporting leadership- early reading monitoring.</p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.<br/>Further refine Reading Masters.<br/>Ensure that our library is well resourced<br/><b>From 2024<br/>Team teaching/ coaching to share Mighty Writer Practice and winning at writing strategies.<br/>Writing curriculum to be tweaked to fit Winning at Writing- 'stages of writing'.<br/>Roll out CPD for teachers- teaching grammar, phonics, reading rambles and Reading Eggs training.</b></p> | <p>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:<br/><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><br/><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Our analysis of standards in writing have shown that there are gaps in basic skills- punctuation, grammar and sentence structure. A consistent approach which starts from Reception and builds year on year will enable all children to flourish in their reading and writing. In particular- this will support an increase in staff confidence and subject knowledge with teaching grammar and writing.</p> | 1, 2    |
| <p>CPD and resources for teachers and TAs<br/>Maths<br/>Improving basic number skills, arithmetic and fluency.<br/>Including Maths Mastery training, CPA approach and resources, TTRS (Times table Rock Stars)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 2, 3 |



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| <p><b><u>Additional work from 2024/2025</u></b></p> <p><b>Continue to roll out Mastering Number-CPD and focused work in Reception, Yr 1, Yr 2 and Yr 3. Year 4 of Maths Mastery. Maths resources: TTRS, Numberbots, Circle Maths.</b></p>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |
| <p>CPD and resources for teachers and TAs</p> <p>Curriculum development</p> <p>Release time to work with curriculum leaders.</p> <p>Engage in VNET Disadvantage Project- <b>project completed 2022/ 2023</b></p> <p><b>From 2024: further links with cluster schools and DNEAT networks. Curriculum packages to support breadth and depth of curriculum offer.</b></p> | <p>VNET Closing the Gap conference 12<sup>th</sup> Nov 2021- sessions from Christine Counsell, Roy Blatchford sited the importance of schools combating disadvantage by giving all pupils equal entitlement to knowledge through a coherent and ambitious curriculum.</p> <p>We are an outward looking school and recognise that we can learn from other school leaders within Norfolk (VNET network) as well as from leaders of schools in another MAT- The Boleyn Trust- sharing expertise.</p> <p>VNET membership gives us access to experts in their field on closing the disadvantage gap and curriculum design.</p> | 1, 2, 3, 4, 5, 6, 7 |
| <p>Additional Teaching Assistant for mornings - Communication and Language to support pupils in class and deliver interventions.</p> <p>Deliver NELI and Welcomm assessment and intervention.</p> <p><b>SEND funded</b></p>                                                                                                                                            | <p>Ensuring that no child is left behind- listening to readers and bespoke intervention to address gaps in oracy and communication.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1, 2                |

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

Budgeted cost **2024 : £8000**

| Activity                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| Targeted academic therapies to address gaps in reading and maths- PIXL therapies + additional phonics sessions | By using PIXL (Partners In Excellence) effectively, we are able to forensically analyse data to identify a multitude of information which all plays a significant part in ensuring success for each child. Years <b>2-6</b> complete a PIXL assessment for Reading, Grammar and Maths each term | 1, 2, 3, 4                    |

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| <ul style="list-style-type: none"> <li>Delivered by class teachers.</li> <li>Delivered by TAs</li> <li>Delivered by additional teachers</li> </ul> <p><b>From 2024: use weekly PD sessions to support teachers to set up PIXL Padlets and share resources for therapies. Additional hrs for TAs to attend PIXL training. Fixing Full Stops/ Winning at Writing- pre teach and resources. Maths Meeting resources. Lowest 20% Reader strategies.</b></p>                                                                    | <p>(Year 1 Spring and Summer). Teachers are responsible for completing and uploading the associated question level analysis (QLA) documents in line with the annual agreed PIXL dates to allow school-to-school comparison. Teachers use the QLA documents to identify specific gaps for individual children, small groups and the whole class. PIXL therapies, specifically designed to address curriculum objectives, are used to address these gaps.</p>                                                                                                                                                                                                                                                                                                                                            |                            |
| <p>Nessy intervention for targeted children</p> <p><b>SEND funded</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Personalised support for phonics, reading and vocabulary development. Nessy uses a highly structured, sequential, cumulative and synthetic phonics based learning program that progresses to fluency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>1, 2</p>                |
| <p>School Led Tutoring to supplement above.</p> <p>In school and beyond the school day.</p> <p>Afternoon small group/ 1;1 tutoring- phonics, PIXL therapies- additional teacher to support + sessions delivered by TA outside of main classroom setting.</p> <p>After school sessions for reading and maths catch up years 2- 5.</p> <p>After School SATS Booster sessions for Year 6.</p> <p><b>From 2024: no further funding for Sch Led Tutoring. Aim is to continue with SATS boosters funded from sch budget.</b></p> | <p>As part of the targeted support available through the national tutoring programme.</p> <p>We are using our own school staff to deliver school led tutoring as our staff know our pupils well and they can utilise their training and expertise of the PIXL resources.</p> <p>Our school received <b>£8505 ring fenced funds for this purpose (2021- 2022)</b> <b>Allocated figure for 2022- 2023 is £11,988. £4522.50 for 2023 /2024,</b> We are supplementing those funds from our Recovery Premium and Pupil Premium funds to provide School Led Tutoring.</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>School Led Tutoring</p> |

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

Budgeted cost **2024: £ 55 000**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
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| <p>Providing pastoral and mental health support for pupils.</p> <p>SAFS Team- dedicated release time.</p> <p>Maintain effective pastoral provision by continuing to employ a non teaching SAFS Lead.</p> <p>MH whole school strategy.</p> <p>Engage with MH training and webinars/ networks as they are made available.</p> <p><b>From Sept 2022: Implement and embed THRIVE:</b></p> <p><b>Purchase Thrive</b></p> <p><b>Train HT + 2 Thrive practitioners, release time to support implementation and assessments.</b></p> <p><b>From 2023: Embed STEP On, STEP Up- training for all staff- de-escalation, restore/ repair- reduces barriers to learning.</b></p> <p><b>From 2024: renewal of Thrive and continuation of this prog. Renew all staff training in Norfolk STEPS and selected staff for STEP Up training.</b></p> <p><b>Staffing costs: SAFS Lead, SAFS release time. Attendance on training and webinars for mental health, attendance. Thrive licence renewal</b></p> | <p>The 'Mental Health Organisation' states that 'Mental health problems affect around one in six children.' And that 'Alarming, however, 75% of children and young people who experience a mental health problem aren't getting the help they need.'</p> <p><a href="https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people">https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</a></p> <p>Our Deputy Head Teacher undertook mental health training delivered by the The Anna Freud National Centre for Children and Families in June 2021 and as a school we have identified 'Promoting and Protecting Mental Health' as a core priority within our school development and improvement planning. The DfE's paper, 'Mental Health and Behaviour in Schools' further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage.</p> <p><b>Thrive: following self- evaluation of behaviour patterns, assessment of needs on entry in Reception and Year 3 it is clear that our school needs a whole school approach to addressing mental health and SEMH need. This area of need is particularly pressing for our school since transitioning to an all through primary.</b></p> <p><b>Norfolk Steps training- recognised as effective approach aimed at developing a range of proactive and positive tools to support pupils who are displaying behaviours that challenge or harm.</b></p> | <p>4, 5, 6</p>                |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>SAFS Lead</p> <p>Dedicated Attendance time for office staff</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>5, 6, 7</p>                |

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| <p>Purchase attendance package through LA- <b>this is now free.</b></p> <p><b>Office staff protected time. Attendance Champion release time.</b></p>                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |
| <p>Funding/ part funding equipment needs including IT resources for our disadvantaged pupils, uniform and subsidising voluntary contributions to attend trips. Pupil rewards</p> <p><b>From Sept 2024:</b></p> <p><b>Pupil prizes, badges- positions of responsibility, contribution towards trips including residential in year 6, breakfast club funding for PPG by case, resources for events with parents to celebrate achievements.</b></p> | <p>Our pupils live in a digital; age where not only education but also socialising can be enhanced by access to digital technology. We are aware that a number of our disadvantaged pupils do not have access to technology at home and so, if they were required to remote learn for a period of time then they would not be able to access our remote learning provision. The government has supported this by supplying chrome books. We need to ensure that these are maintained and looked after whilst children are in school so they are ready to issue should a child be required to remote learn.</p> <p>There appears to be little evidence base for the impact school uniform has on academic outcomes (EEF - School Uniform and Educational Outcomes). The EEF recognises this: 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour...'</p> <p>We believe that by supporting disadvantaged children/ families to pay voluntary contributions to fund school trips/ residential/ visits, means that they are more likely to be able to take place and all children will then have enrichment opportunities as a result. We feel that this experience benefits children as it prepares them for later life through a greater awareness of the wider world, puts class based learning into context, fosters deeper relationships between peers and teachers and pupils and improves pupils' resilience, self- confidence and well being.</p> | <p>5, 6, 7</p> |

**Total budgeted cost 2024 2025: £92 000**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on **pupils in the 2023 to 2024 academic year**. Please see **version 7** for review of 2022 to 2023. Please see **version 6** document for review of 2021 to 2022 academic year. Please see **version 4** document for a review of 2020 to 2021.

Our Pupil Premium Strategy aims for 2023- 2024 were as follows- **outcomes/ impact is shown in purple:**

- Improved oral language skills and vocabulary among disadvantaged pupils.  
A clear speech, language and communication strategy is in place-website link: <https://primarysite-prod-sorted.s3.amazonaws.com/swaffham-ce-primary-academy/UploadedDocument/cfb4c6e7-9aea-4ea9-9f06-28a1cf735387/communication-and-language-at-swaffham-primary-academy.pdf>  
DHT and Reception teacher are trained Communication Champions. Appointed TA- supports R children with speech and language. Pupils in Reception are assessed using WELLCOMM (3 x a year)- pupils with SLC needs are identified early and supported with targeted intervention including NELI intervention. Internal school data shows impact.

| 2024                      | SPA all pupils | Norfolk | National |
|---------------------------|----------------|---------|----------|
| Av ELGs at expected       | 14.1           | 14.1    | 14.1     |
| Good Level of Development | 73%            | 67.4%   | 67.7%    |

SPA pupils in Reception cohort without high needs SEND 2024 achieved above the national for ELG and GLD indicating that our approach to improving oral language skills and vocabulary from Reception is having an impact.

2024 Yr 1 phonics outcomes shows impact of phonics teaching and interventions with SPA pupils in Year 1- cohort of 25 achieving this.

#### Year 1 Phonics Screening

|                         | SPA all pupils (29) | SPA without high needs cohort (25) | Norfolk | National |
|-------------------------|---------------------|------------------------------------|---------|----------|
| Achieving pass or above | 62%                 | 72%                                |         | 80%      |

Year 6 KS2 Outcomes 2024 show impact of teaching in terms of progress of where this cohort were and how far they have travelled.

KS2 outcomes for reading in SATS 2024: 59% achieved the expected standard.

- Improved maths attainment for disadvantaged pupils at the end of KS2

Year 6 2024 KS2 SATS outcomes for Maths: 72% achieved the expected standard (in line with the national of 73%).

Year 4 MTC outcomes June 2024: shows impact of approach.

|               | SPA 2024 | national |
|---------------|----------|----------|
| Average Score | 20.3     | 20.1     |

- To improve attainment in writing for disadvantaged pupils at the end of KS2 through a focus on handwriting, spelling, grammar and modelling writing skills.

KS2 outcomes for writing 2024: 62%- outcomes in writing have risen year on year from 2022.

This has taken longer to see impact. We believe that writing strategies need to be embedded year on year. Now that our school is a full primary we are able to do this from the start of Reception. Our bold beginnings approach which includes the implementation of 'Mighty Writer' is already showing a significant impact on writing standards in Years R, Year 1 and Year 2- evidence in books and internal monitoring.

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Behaviour Data 2023-2024 showed a spike in suspensions in the Spring and Summer term 2023- linked to a small number of pupils with significant SEMH needs and 2 permanent exclusions both of which were upheld. Across the remainder of the school cohort- exclusion data is low and the number of incidents is low. Suspensions in Autumn 2024 are focused on a very small cohort of pupils and include a third permanent exclusion following an unsuccessful managed move that started for a pupil at the end of the last academic year. Leaders can demonstrate that this spike is linked to a very small number of pupils. This indicates that our approach to SEMH, pastoral work and mental health is having an impact on pupil behaviour across the whole school.

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Attendance for the academic year 2023/2024 was 93.6% above the national of 92.6%  
Attendance Dec 2024 for all pupils = 93.28%. National = 93.8%- so figure is broadly in line.  
Attendance for disadvantaged pupils = 89.17%.

PA = 14%

This shows that our approach to supporting disadvantaged pupils to improve attendance is having an impact.

## 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 |
|-----------|----------|
| n/a       | n/a      |
| n/a       | n/a      |

## Service pupil premium funding (optional)

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

| Measure                                                                        | Details                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How did you spend your service pupil premium allocation last academic year?    | We have an extremely low number of service children so the support we provided was covered through our whole school approach to pupil premium – effective pastoral support and communication with families. |
| What was the impact of that spending on service pupil premium eligible pupils? | As above                                                                                                                                                                                                    |