



V4

Swaffham C of E Primary Academy's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swaffham C of E Primary Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2023/2024 (3 academic years)
Date this statement was published	December 2021
Date on which it will be reviewed	Nov 2022
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	£101840
Recovery premium funding allocation this academic year	£9400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£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), 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 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 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

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

Challenge number	Detail of challenge
1	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. 83% of current Year 6 Disadvantaged pupils were below expected standard for writing in Spring 2021 (Year 5) and 79% were below expected standard for reading. 94% of current Year 5 Disadvantaged pupils were below expected standard for writing in Spring 2021 (Year 4) and 72% were below expected standard for reading. 100% of current Year 4 Disadvantaged pupils were below the expected standard for writing in Spring 2021 (Year 3) and 80% were below the expected standard in reading.
2	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.
3	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. This impacts on their fluency and confidence in maths. 90% of current Year 6 Disadvantaged pupils were below the expected standard for mathematics in Spring 2021 (Year 5). 89% of current Year 5 Disadvantaged pupils were below the expected standard for mathematics in Spring 2021 (Year 4). 100% of current Year 3 Disadvantaged pupils were below the expected standard for mathematics in Spring 2021 (Year 3).
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. 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.
5	Our assessments (including pupil voice survey), 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.
6	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.
7	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.

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
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 Team/ Inclusion Manager make progress at least in line with their disadvantaged peers. Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations • a significant reduction in behaviour issues related to friendship • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



V4

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - Attendance in line with national data
All children including disadvantaged are offered a breakfast bagel at the start of the day and disadvantaged pupils are supported financially to make sure that they have the right equipment to access learning if remote learning.	Daily breakfast bagel is available to all pupils and ensures a calm start to the day which in turn impacts on attendance and progress (improving for all pupils). Disadvantaged pupils have the right equipment for learning at home- chromebooks.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments- PIXL. Pupil Asset Training for staff to ensure assessments are interpreted and administered correctly. Release time for Raising Standard Lead	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
CPD for teachers and TAs Communication Champions ELSA NELI Resources and training External agency referral (SALT)	‘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 skills throughout their schooling’ see DFE Research Report DFE -RR134, Sue Roulstone et al. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2
CPD and resources for teachers and TAs	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1, 2

Phonics, spelling, reading, vocabulary, grammar and Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Further refine Reading Masters. Ensure that our library is well resourced	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oral language interventions Toolkit Strand Education Endowment Foundation EEF Our Reading Masters approach is relatively new – assessment analysis and deep dives shows that it is having a positive impact on pupil progress in reading comprehension. It needs to be refined so that it develops the children's dexterity when answering different question types.	
CPD and resources for teachers and TAs Maths Improving basic number skills, arithmetic and fluency. Including Maths Mastery training, CPA approach and resources, TTRS (Times table Rock Stars)	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
CPD and resources for teachers and TAs Curriculum development Release time to work with curriculum leaders. Continue our work with the Boleyn Trust. Engage in VNET Disadvantage Project	VNET Closing the Gap conference 12th 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. We are an outward looking school and recognise that we can learn from other schools leaders within Norfolk (VNET network) as well as from leaders of schools in another MAT- The Boleyn Trust- sharing expertise. VNET membership gives us access to experts in their field on closing the disadvantage gap and curriculum design.	1, 2, 3, 4, 5, 6, 7
Additional Teaching Assistant for mornings - Communication and Language to support pupils in class and deliver interventions.	Ensuring that no child is left behind- listening to readers and bespoke intervention to address gaps in oracy and communication.	1, 2

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

Budgeted cost: £ 21 000



V4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic therapies to address gaps in reading and maths- PIXL therapies + additional phonics sessions - Delivered by class teachers. - Delivered by TAs - Delivered by additional teachers	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 3-6 complete a PIXL assessment for Reading, Grammar and Maths each term (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.	1, 2, 3, 4
Nessy intervention for targeted children	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.	1, 2
School Led Tutoring to supplement above. In school and beyond the school day. Afternoon small group/ 1;1 tutoring- phonics, PIXL therapies- additional teacher to support + sessions delivered by TA outside of main classroom setting. After school sessions for reading and maths catch up years 3- 5. After School SATS Booster sessions for Year 6.	As part of the targeted support available through the national tutoring programme. 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. Our school has received £8505 ring fenced funds for this purpose. We are supplementing those funds from our Recovery Premium and Pupil Premium funds to provide School Led Tutoring. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	School Led Tutoring

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

Budgeted cost: £ 47 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------



V4

Providing pastoral and mental health support for pupils. SAFS Team- dedicated release time. Maintain effective pastoral provision by continuing to employ a non teaching Inclusion Support Officer MH whole school strategy. Engage with MH training and webinars/ networks as they are made available.	The 'Mental Health Organisation' states that 'Mental health problems affect around one in six children.' And that 'Alarminglly, however, 75% of children and young people who experience a mental health problem aren't getting the help they need.' https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people 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.	4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Inclusion Support Officer Dedicated Attendance time for office staff Purchase attendance package through LA	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6, 7
Continue to sign up to Magic Breakfast and provide breakfast bagels for all children.	We believe that breakfast is a key part of the day and having a good breakfast is essential for children to be ready to learn. We also feel that having this time in class at the start of the day fosters positive relationships amongst peers, with pupils and teachers and provides a clam start to our school day. https://www.magicbreakfast.com/why-we-are-needed	5, 6, 7
Funding/ part funding equipment needs including IT resources for our disadvantaged pupils, uniform and subsidising voluntary contributions to attend trips.	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	5, 6, 7



V4

	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. 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...' 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.	
--	---	--

Total budgeted cost: £ 98 250

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 2020 to 2021 academic year.

Our Pupil Premium Strategy aims for 2020- 2021 were as follows- **outcomes/ impact is shown in blue:**

- Implement a Recovery Curriculum which enables all pupils including the disadvantaged to settle quickly back into school life, teachers to identify and address gaps in learning – in terms of the COVID pandemic and learning lost + gaps upon entry in Year 3 for English and Maths. **See Recovery Curriculum BIF: Impact Review (Nov 2020). Our Recovery Curriculum was successfully as all children returned to school in Sept 2020 and attendance was higher than the national average. Teachers successfully used the PIXL Autumn Transition Package to identify gaps in learning and had begun to address these. Unfortunately, a further lockdown was then announced by the government from January until the end of March so this further lockdown impeded on the success of our actions as the children were not all in school. During this time, we implemented our remote Learning provision and kept accurate information about communication with children who were learning at home. We completed an audit of our remote learning provision and feel that our provision enabled all children to continue their education. Further gap analysis then took place through use of PIXL resources in June 2021.**
- To 'recover' lost learning during lockdown and exceed Spring 2020 %s in Years 4- 6 (27% and 0% for Year 4, 18% and 0% Year 5 and 35% and 0% Year 6).

July internal data report for attainment and progress (all children) showed that:

	Context	% at ARE Reading (all children)	% at ARE Reading (disadv/ other)	% at ARE Writing (all children)	% at ARE Writing (disadv/ other)	% at ARE Maths (all children)	% at ARE Maths (disadv/ other)	Biggest impact can be seen in Year 6 in all areas.
Year 3	30 children 11 D New to sch in Sept	20%	9% D 26% O	3%	0% D 5% O	23%	9% D 32% O	
Year 4	50 children 18 disadv New to sch in COVID year	36%	33% D 38% O	10%	6%D 13% O	46%	22% D 60% O	
Year 5	51 Children 26 disadv	26%	15% D 36% O	22%	12% D 32% O	24%	8% D 40% O	
Year 6	58 children 19 disadv	70%	58% D 74% O	47%	37% D 51% O	71%	68% D 72% O	

It should be noted that our Year 3 cohort joined us in September from a feeder school and had missed chunks of learning in year 2. They spent 1 term with us prior to the second national lockdown- this limited time in our school setting has impacted on our PPG strategy, but, in spite of this- these children have settled really well at Swaffham Primary Academy- in addition to learning, the focus of our work has been on establishing the right

learning behaviours and building relationships with children and families. Our Year 4 cohort also missed significant chunk of their first year of schooling with us- they joined our school from their feeder infant school in September 2019 and completed 3 half terms of education with us prior to the first national lockdown. We have identified that both of these cohorts remain vulnerable – this has formed part of our ongoing PPG strategy planning from 2021- 2024.

See also: Progress data reports for Reception, Year 3, Year 5 and year 6- in school documentation.

- Remote learning provision is ready for all pupils including PP should they need to self-isolate or not be able to attend school due to COVID reasons. **This was successfully achieved and had to be implemented when the government announced a further lockdown in January 2021. Please see Remote Learning Academy Review- which is an audit completed and shared with our Trust in March 2021. Throughout this time, we carefully monitored our provision and made changes as we learnt from staff, parents and pupils what worked well. Through Class dojo we were able to provide interactive learning and keep our school community feel alive as well as ensure that all children could continue their education. See stakeholder surveys and remote Learning Logs- school documentation.**
- Ensure that PP children's progress and achievement is regularly monitored through Pupil Progress Meetings and using PIXL as an tool to inform teacher assessment. **This was achieved through thorough analysis of PIXL data including the autumn Transition package and June assessments alongside teacher assessment.**
- Achieve National Average Progress scores in KS2 Reading (0) and exceed Spring 2020 %s (56%, 16%- internal data). **There is no national data available due to the pandemic. Our internal data shows that children in Year 6 made strong progress from their Autumn data capture through to the end of July data capture. PIXL data shows that 54% of the cohort were at the expected standard for reading in November 2020 and this rose to 62% by June 2021**
- Achieve National Average Progress scores in KS2 Writing (0) and exceed Spring 2020 %s (36%, 0%- internal data). **There is no national data available due to the pandemic.**
- Achieve National Average Progress scores in KS2 Mathematics (0) and exceed Spring 2020 %s (52% 4%- internal data). **There is no national data available due to the pandemic. Our internal data shows that children in Year 6 made strong progress from their Autumn data capture through to the end of July data capture. PIXL data shows that 20% of the cohort were at the expected standard for maths in November 2020 and this rose to 66% by June 2021.**
- Ensure that mental health and Behaviour for learning continue to be high priorities- to enable all children including the disadvantaged to achieve. **Our whole school focus on mental health and our Recovery Curriculum has been hugely successful. As a result of the work done, children can talk very articulately about what mental health means to them. This piece of work has surprised us in juts how powerful it has been in bring ing our school community together at a time when not all children have been in school and where lockdown restrictions and COVID restrictions have meant that events and opportunities for families to come into school have been limited. The children have produced a series of videos to share their learning around mental health. Evidence can also be seen in showbooks. Additionally, as a school, we have reconnected with our values and vision. Our attendance is above the national average and behaviour incidents are rare. We have recognised that we will continue to build on this work and also to**



V4

explore The index for Inclusion resources as part of our Whole School priority to meeting the needs of all learners 2021- 2022 Single Change plan.

- PP pupils who are involved at FSP, S17, S47 or are LAC have their additional emotional and well- being needs met. 4 staff are trained as DSLs and meet regularly to discuss on going caseload. The DHT (Lead DSL) chairs a local safeguarding network. The team of DSLs are mostly non teaching. As a result, children and families are well supported. Additional needs are met through intensive SEMH support work which includes interventions, staff training and working with outside agencies where appropriate. Case studies ae available to see impact of work.

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