



Swaffham Church of England Primary Academy Pupil premium strategy statement 2020/2021: summary

Please also see Swaffham Church of England Junior Academy Pupil Premium Strategy Statement 2019/ 2020

School overview

Metric	Data
School name	Swaffham Church of England Primary Academy
Pupils in school	234
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£111635
Academic year or years covered by statement	2020- 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	N Kaye
Pupil premium lead	N Kaye
Governor lead	B Muir

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance for last academic year

Measure	Score
Meeting expected standard at KS2 (R/W/M)	32% (As of Spring 2020- internal data as no SATS due to COVID)
Achieving high standard at KS2 (R/W/M)	0% (As of Spring 2020- internal data as no SATS due to COVID)

Strategy aims for disadvantaged pupils for this academic year 2020- 2021

Aim	Target	Target Date
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. 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.	Children to settle quickly back into school routines and attend well. 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). Remote Learning provision is ready and accessible to all children.	September 2021
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.	Teachers know their PP children well and are able to talk confidently about barriers/ gaps to learning (QLAs) and how they are addressing these. PP progress accelerates as a result.	September 2021
Improve achievement of disadvantaged pupils in Reading- fluency and comprehension.	Achieve National Average Progress scores in KS2 Reading (0) and exceed Spring 2020 %s (56%, 16%- internal data). Reading ages of PP children are in line with their peers.	September 2021
Improve achievement of disadvantaged pupils in writing; specifically to improve handwriting, spelling and writing skills.	Achieve National Average Progress scores in KS2 Writing (0) and exceed Spring 2020 %s (36%, 0%- internal data).	September 2021

Improve achievement of disadvantaged in Mathematics; specifically to improve number fluency- addition, subtraction, multiplication and division facts.	Achieve National Average Progress scores in KS2 Mathematics (0) and exceed Spring 2020 %s (52% 4%- internal data).	September 2021
Ensure that mental health and Behaviour for learning continue to be high priorities- to enable all children including the disadvantaged to achieve.	Most vulnerable PP pupils are boxhall assessed and/or have regular meetings with SAFs team as needed. This will result in vulnerable PP pupils being better equipped to learn and achieve in line with national targets.	September 2021
PP pupils who are involved at FSP, S17, S47 or are LAC have their additional emotional and well- being needs met.	As above	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1 Recovery Curriculum	Ensure all staff receive quality CPD to deliver Recovery Curriculum effectively so that all children quickly settle back to school and gaps in learning are correctly identified thus enabling therapies/ curriculum to be adapted accordingly to address gaps. Ensure that promoting and protecting mental health at all levels is a high priority across the academy- in turn to support positive behaviours for learning and accelerate progress in learning for all pupils. CPD for embedding PIXL to identify and address gaps in learning. CLPE resources.
Priority 2 Assessment for learning	Staff training in PIXL- use of QLAs to analyse gaps in learning for PP children/ use of therapies to address these gaps. QFT focus- managing misconceptions, assessment and feedback which moves learning on. Pupil Progress Meetings.- focus on ensuring that no child is left behind.
Priority 3 Improving PP outcomes in reading.	Reading fluency: Implement a systematic approach to teaching phonics from reception and ensure that all relevant staff are trained to deliver this. Ensure the academy is well resourced for books and reading material- as the reception cohort is new to our school. Accurate assessment (Salford, PIXL, PA)

	Reading comprehension: Implement Reading Masters and ensure that all relevant staff receive quality CPD on how to plan and deliver this effectively. Ensure that academy is well resourced for reading material. Books? TA training
Priority 4 Improving PP outcomes in writing.	Ensure that all relevant staff (including new staff, HLTAs and TAs) receive quality CPD on how to plan and deliver a sequence of writing effectively. This will include embedding and applying learnt techniques across the curriculum, modelling the writing and editing process. Focus on handwriting and spelling (Letter Joins, Spelling Bee, visualisers)
Priority 5 Improving PP outcomes in mathematics.	Ensure all relevant staff (including new staff, HLTAs and TAs) receive quality CPD to deliver maths curriculum effectively. This will include a focus on arithmetic and the CPA approach. Tackling tables. CPA resources
Barriers to learning these priorities address	Regular in house training provided by knowledgeable staff addresses the lack of face to face training elsewhere. Responsibility for own CPD is also embedded in Performance Management targets means that this is not an additional 'target'. Release time for key staff (those delivering and those receiving) means that staff are not expected to provide this training in addition to directed time.
Projected spending	£28000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Targeted pastoral support for PP children.	A calm settled start to the day- provision of Breakfast bagels for all children including PP- Magic Breakfast. Consistent approach to behaviour management- tracking of behaviour by SAFS team- early identification of trends so support can be given swiftly. SAFS team support where needed- a number of PP children need support first thing to come into school. 1:1 lunchtime support for identified pupils- additional lunch cover. Good mental health of identified pupils is fostered through regular well-being sessions and activities within the curriculum- Recovery Curriculum initially. SAFS team and whole school focus on promoting and protecting mental health. Use of outside agencies (COVID allowing) where appropriate- EPSS Team.
Priority 2 Targeted therapies/ interventions for PP learners.	PIXL therapies/ interventions (relating to above aims of improving outcomes for Reading, Writing and Maths) are led by trained TAs or teachers. Target PP children with gaps are identified and provide the nucleus of the group-

	phonics intervention, 1:1 reading, Nessy, NTP?- see COVID Catch Up document.
Barriers to learning these priorities address	Gaps in knowledge are identified through the assess and review cycle, and intervention/ therapy sessions are created to address emerging needs. These can also be used as pre-teach activities for subsequent sessions. Children whose poor mental health and, in turn, learning behaviours are a barrier to learning are supported.
Projected spending	£64000

Wider strategies for current academic year

Measure	Activity
Priority 1 Technology.	Additional Chrome books are purchased for PP children to support their learning in school and at home- see COVID Catch Up document.
Priority 2 Improve attendance of PP children.	Attendance monitored by Inclusion Manager. Key vulnerable pupils (persistent absence) identified- families are supported to improve child's attendance.
Barriers to learning these priorities address	Significant number of children do not have access to a device at home so they cannot access our remote learning if needed. Increased hardware will mean that PP children always have access to technology in the classroom. This will be particularly helpful for writing and specific interventions such as NESSY. Poor attendance is addressed resulting in fewer gaps in knowledge.
Projected spending	£6000 (see also COVID Catch –up)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given over to staff CPD. Also, COVID restrictions mean CPD will need to be delivered remotely or in well ventilated spacious areas.	Use of twilights or staff meetings (both directed time) for training of staff. Release time for key staff (trainers and trainees) enabled through provision of cover. SLT to ensure above is provided as well as resources and space. WLT, including subject leaders for English and maths- release time to monitor progress
Targeted support	SAF Team being able to meet with enough key children due to COVID restrictions. EPSS interventions may not be able to take place face to face.	COVID risk assessments / individual for staff as required. Continual monitoring of restrictions and review of practise by SLT. Because TAs will have CPD on key

	Children may take time to settle back into school routines after being at home for so long- some children's behaviour may have regressed/ possible separation anxiety.	priorities that will address core gaps, intervention may not need to be in groups outside the classroom – ie issues may be addressed in class. If groups are needed, interventions can only take place within class bubbles. Recovery curriculum.
Wider strategies	Chromebooks may not be available to purchase due to high demand and it may not be possible to loan out and then have them back in school. Damage to hardware. Pupils know how to access work online. Guaranteeing good attendance of PP pupils.	Contracts drawn up with parents and terms of use established for Chrome books. Curriculum in school addresses the skills needed to access work on line. Seek technology through other means- DFE allocation? Contacting LA for support with attendance if needed.

Review: last year's aims and outcomes

See Pupil Premium Strategy 2019/ 2020 for reviews which took place in November 2020 and July 2020.

A number of key areas were curtailed by lockdown.

A brief summary of each key area – where we got to and the rational for Pupil Premium Strategy 2020/2021

Aim	Outcome/ Implication for PPG Strategy 2020/2021.
Close Gaps on entry in Year 3- basic English and Maths. Year 3 to end year as more confident readers. Handwriting improves across the school. Spellings are more accurate. Number fluency improves. Pupils eligible for PP make at least as good progress as non PP children	Last data capture was Spring 2020. Lockdown from March- end of year meant that not all children were in school so not possible to look at end of year data. Priorities all remain and need to be a focus for Single Change plan and PPG strategy for 2020/2021.
QFT + skilled TA support targets gaps in learning and accelerates progress.	Some training was disrupted by COVID pandemic- dates re-arranged for Aut 2020. PIXL CPD went ahead but not possible to fully embed as not all pupils were in school and so tests were paused.

	Priorities all remain and need to be a focus for Single Change plan and PPG strategy for 2020/2021.
PP children's behaviours for learning are positive- achievement improves as a result of better focus and engagement.	Impact evaluation shows real positives here up until the pandemic. Attendance and behaviour data reports (see reports shared at AIR- Nov 2019 and March 2020) show a significant improvement as a result of effective leadership, targeted pupil support, staff training and improved behaviour and attendance systems. Breakfast club/ lunchtime clubs could not operate from March 2020- but SAFS team provided support where needed. The pandemic interrupted this work and has highlighted the need to continue this focus for 2020/2021.
Parents receive support to work with children at home, attendance improves.	As above- SAFS team documentation shows the impact of this work for key pupils- improved attendance and behaviour. Parents are well supported. Parental attendance at events could not happen. Continue to provide this into 2020/2021.
PP children take part in all trips- widening cultural capital.	Trips stopped due to COVID. Currently still restricted due to COVID.