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Swaffham Church of England Junior Academy Pupil premium strategy statement 2019/2020: July 2020 PPG Review. NB: March 2020 review did not take place as planned due to COVID Pandemic.

What is Pupil Premium?

At Swaffham Church of England Junior Academy, we are committed to providing a balanced and broad curriculum for all our pupils, ensuring they reach their full potential in all areas of the curriculum. The academy receives funding to ensure we provide additional support to raise the achievement of disadvantaged pupils; this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. The academy also receives funding for those pupils who are 'looked after', and service children.

Pupil Premium funding is allocated to most effectively target additional support where it is needed most. This support is organised and led by the Student and Family Support Team (SAFs). The nominated governor is: Mr Bill Muir.

How we monitor Pupil Premium attainment and progress?

We use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. Further details are contained in the strategy as below.

1. Summary information					
School					
Academic Year	2019/2020	Total PP budget	£89 760	Date of most recent PP Review	September 2019
Total number of pupils	239	Number of pupils eligible for PP	68 FSM 6 + services + looked after/ previously looked after	Date for next internal review of this strategy	Jan 2020 March 2020 July 2020

2. Current attainment		
Attainment for: 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP Non disadv
% achieving expected standard or above in reading, writing and maths	38%	49%
% achieving expected standard or above in reading	54%	60%



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% achieving expected standard or above in writing	38%	60%
% achieving expected standard or above in maths	46%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) **The barriers and challenges disadvantaged children face at Swaffham Church of England Junior Academy are complex and varied - there is no single barrier/difficulty faced by all the children but the following barriers are generalised to the Pupil Premium Group.**

A.	<u>Gaps in Prior learning: on entry in Year 3.</u> Basic English skills including handwriting, vocabulary and spelling (spelling in particular) for PP children are low in comparison to non-PP on entry. In fact, standards in spelling are too low throughout the school for PP and non-PP children. Basic maths skills in year 3 (and some children in year 4) are low for a significant proportion of PP children. This includes counting with confidence, thus making simple calculations such as, '1 more than 5' (for identified very low group of 4) and '1 less than 30' problematic.
B.	<u>Gaps in prior learning / misconceptions have been identified in Reading, Mathematics and Grammar across the school</u> for both PP and non PP children.
C.	<u>Pupils being 'ready to learn'</u> (pupils in a secure place emotionally, mentally and socially) Some of the PP children do not demonstrate positive behaviours for learning. Their choices in terms of their behaviours for learning can impact negatively on their learning and occasionally on the learning of others. Many of our PP children have a grasp of the key skills required but are not motivated to apply these to their learning and find it difficult to move their learning to a level of greater depth in a range of areas. They need nurturing support and boundaries to enable them to progress in this area.
D.	<u>Social skills.</u> Some of our PP children find it hard to work successfully in a group or paired work. This is a barrier against transferring successfully to the next stage of their development and learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	<u>Safeguarding concerns.</u> Some of our PP children have a level of safeguarding concern related to their family situations. This can cause worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.



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F.	<u>Parents needing additional support.</u> Some parents of PP children may feel isolated, or may benefit from support in order to support their child/children with their learning at home. Some of our PP children have a lack of regular routines including reading at home, homework, spellings and being equipped for school (e.g. bringing in PE Kit)
G	<u>Some of our children have limited appropriate social interactions and opportunities to develop their social and emotional skills.</u> They may not have appropriate modelling of language and appropriate social skills. They often lack in enriching cultural experiences. This impacts negatively on their ability to 'relate' to writing contexts and reading content requiring inference.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close gaps on entry in Year 3 in basic English and Maths skills. As a result of highly effective subject leadership, quality first teaching and staff training, gaps will be closed as follows: Reading (i)- for those children who did not achieve their phonics re-sit in Year 2- they will end year 3 as more confident readers who are able to read more fluently. Measured by teacher assessment supported by Salford and PiXL. Handwriting (ii) - Handwriting improves across the school including fluency and speed of writing. Measured by monitoring of English writing books, Topic and handwriting books. Spelling(ii) – Spellings are more accurate in children's writing across the curriculum including high frequency words spelled correctly in applied tasks. Daily feedback and PiXL test QLA are used to measure. Number fluency (iii) is increased and basic skills gaps are 'plugged' allowing pupils to work on main tasks more independently. Measured by results in PiXL tests and evidence of attempting more difficult challenges in maths books.	Pupils eligible for PP make at least as good progress in reading, writing and mathematics as non PP children and where possible, accelerated progress to achieve at least age related expectations. Reading- more children end Year 3 as confident readers. Handwriting- Gap between non-PP and PP children reaching age related expectations as set out in school framework, decreases over the year. Spelling - High frequency words in particular are spelt correctly more often across the curriculum. Improvements in spelling scores in PiXL tests for PP children are evident term on term and begin to reach non-PP pupils. Number fluency- Results in PiXL and mock SATs improve as a result of targeted intervention. PP children are advancing through levels on Tackling Tables. Y4 statutory times-tables results are broadly in line with non-PP.



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B.	Ensure that quality first teaching and interventions/therapies closely target gaps in learning and accelerate progress. Support staff will be skilled to model, teach and address learning barriers. Measured through pupil progress data.	Intervention records and detailed PiXL QLA analysis will show gaps in learning are identified and addressed through 'therapies' linked to specific pupil needs. Progress and attainment for children in receipt of the PPG accelerates to narrow the gap with non PP children nationally. Tracking of attainment and progress to show expected or better than expected progress from starting points and compared to national.
C +D	PP children's behaviours for learning (and conduct) are positive and engagement in sessions is appropriate. Identified PP children be able to self-regulate their behaviours. Children will have the confidence to work in groups. Mental health, self- worth and confidence are improved for pupils. Measured through behaviour and attendance data.	PP children's work in books will reflect appropriate level of engagement and performance in tests will support teacher assessment. Boxhall profile results will show improvements in terms of self-esteem. Weekly SAFS Team review will show impact.
E	PP pupils who are involved at FSP, S17 and S47 or are LAC have their additional emotional and wellbeing needs met, so they are able to engage in lessons fully. There will be an empathy for children with barriers extending beyond the school day and where appropriate help will be offered in the form of PSPs, signposting to other agencies or availability of SEMH support.	Attendance in school is as expected (at least 97%). PP pupils who are also involved at FSP, S17 and S47 make the same progress as other PP children and the gap between them and non-PP in school and nationally narrows. Parents and families of these children feel supported and well sign posted by personnel in school.
F	Parents are a valued member of the school community and receive support in order to effectively work with their children at home. Increased parental involvement for PP Pupils in their child's education and development. Children attend school as much as possible and are supported in their learning at home.	Additional parental support for pupils. Positive relationships established between families and school. Parenting support and initiatives in place and Bring an Adult events attended by PP parents. PP parents to have attended at least one school initiative during the academic year.
G	PP children take part in all visits including residential if they wish to. Additional experiences exclusively for PP children, widen cultural capital.	Reading test results evidence better understanding of inference questions. Children approach work with a better understanding of context and acquisition of knowledge is evident through work in



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		books. Monitored through additional trip 'take-up'. Engagement in lessons measured through pupil voice.
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5. Planned expenditure January 2020 Review , March 2020 Review- did not take place due to COVID Pandemic, July 2020 Review					
Academic year	2019/2020				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Pupils eligible for PP make at least as good progress as non- PP children and where possible accelerated progress to achieve at least age related expectations. Ai) Reading outcomes improve to enable greater access to the curriculum. Reading age (RA) in line with children with similar starting points. Aii) Handwriting and spelling improves.	Whole School Focus on Reading, Writing and Maths. Reading/ writing CPD for all staff including use of comprehension strategies (VIPERS). Adoption of new spelling and handwriting scheme to ensure explicit teaching and consistency of approach. TA afternoon hours dedicated to intervention in all year groups (PP children focus). Focus is on supporting, consolidating and preparing (pre-teaching) for morning learning: writing, handwriting, spelling and reading. Focus is determined by PPMs and analysis of data and PiXL QLAs. Identified PP children are listened to read regularly by an adult (morning TA hours). Focus on fluency, inference (basic retrieval if needed) and vocabulary choice.	Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP. Handwriting not legible enough for proportion of PP children. This impacts negatively on writing flow and composition. Some basic core English skills are missing or not embedded securely enough - including spelling and vocabulary. This results in below expected writing and reading comprehension, and often means an inability to access core morning sessions. Reading fluency, comprehension and spelling is poor for significant number of PP	Staff CPD: subject leadership support for Maths and English subject leaders, teacher and support staff training- reading skills and VIPERS, effective planning- sequence of writing. Discreet teaching time- whole sch approach to teaching for reading, sequence of writing and mathematics. Assessment through PiXL, Salford Reading. Use of Intervention recording sheets will highlight progress and impact of intervention. Monitoring by key staff including SENDCo, English Lead, Maths Lead. Progress of every child discussed with teachers at PPM.	Reading, Writing, Handwriting and Spelling: HF Maths: LF	Termly Review of data on Pupil Asset, PiXL, Salford scores. Book scrutiny- half termly for English and Maths and across the curriculum. Jan 2020 Review- SOAP Data analysis, See also AIR Report July 2020 Review- COVID



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Aiii) Fluency in basic Maths skills improves including counting, addition, subtraction and multiplication and division facts.	Basic Maths Skills...tackling tables...intv/ therapies to focus on counting in lower sch. Use of PiXL assessment to identify gaps in learning and therapies.	children. Comprehension for many is limited and vocabulary is narrow. Problem solving and calculations are hindered by lack of basic number skills for a number of PP children. Gaps are more evident in lower school. QLA from 2019 SATS shows that this is an area that PP children did not perform well in.	Pupil achievements linked to rewards systems and celebrated weekly. Cost/ resources: Total cost for A+ B: £20 000 22% January 2020 Review: Achievement Data from SOAP: Overall analysis: Yr 6 disadv % at ARE R= 39%, W= 27%, M= 39%. Yr 5 disadv % at ARE R= 21%, W= 11%, M= 37%, Yr 4 disadv % at ARE R= 36%, W= 24%, M= 32%, Year 3 disadv at ARE R= 41%, W= 24%, M= 24% current attainment is below the national disadvantaged figures for 2019. Further analysis by year compared to 'Other' YR 6 Reading; Gap with other = -1% Writing Gap = -8% Maths Gap = -10% YR 5 Reading: Gap with other = -16% Writing Gap = -20% Maths Gap = -9% YR 4 Reading: Gap with other = -27% Writing Gap = -29% Maths Gap = -12% YR 3 Reading: Gap with other = -16% Writing Gap = -17% Maths Gap = -19%	Pandemic has meant that not all children have been in school from March – July. SATS did not take place. The EOY data capture did not happen as planned- we are currently exploring PiXL ATP for use from Sept 2020 when all children return to school.
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			Gap is largest in Year 4. Gap in terms of Reading and Writing is a concern in yrs 3- 5. <u>Conclusion- too early to see impact on this review.</u> <u>Continue to embed PIXL and other actions.</u> July 2020 Review: we have not been able to fully evaluate the impact due to the COVID pandemic. WLT have identified learning not taught ahead of a fuller assessment of missed learning which will take place from Sept 2020 when all children return to school. PIXL ATP to be used and Recovery Curriculum currently being planned for implementation from Sept.		
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B) Opportunities are provided for teachers/ support staff to address gaps or misconceptions, which arise during main class teaching, enabling a rapid and focussed response to PP Pupils' learning needs. For identified gaps in learning to be addressed.	Pupil Progress meetings: intervention records and detailed PiXL QLA analysis will show gaps in learning are identified and addressed through 'therapies' linked to specific pupil needs. Progress is accelerated. Interventions/ therapies (according to need) to be offered in school time, before and after school.	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact (approximately 5 months). Evidence also suggests intervention should be additional to, but explicitly linked with, normal teaching.	Staff training- PIXL Dedicated time in staff meetings and release time in Pupil Progress meetings for PIXL/ QLA analysis and therapy impact analysis- focus on ensuring no child is left behind with individual target setting where needed. Updated provision mapping on Pupil Asset. <u>Cost/ Resources:</u> see total cost for A + B in A above. Jan 2020 Review: PIXL is being rolled out across the sch- Staff confidence varies. HT and PIXL Lead have attended PIXL conference in Sept with AGEP. First round of PPM taken place with AGEP and focus on B1s and E2s	GM PIXL Pupil Progress Meetings HF/ LF- Eng/ Maths FM- SEND PP learners	Termly Pupil Progress Meetings. School Monitoring cycle including book looks, learning walks and provision mapping. July 2020 Review: See previous comment re COVID pandemic.
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C+ D Children have the confidence to work in groups of increasing sizes and with a range of peers. Mental health, self-worth and confidence are improved for pupils. Children are ready to learn in class with greater independence and less interventions and support over time.	Consistent approach to behaviour management. SAFs team monitoring/ tracking of behaviour data with swift and appropriate intervention when needed. Provision of lunchtime provision for children requiring extra support. SEMH intervention: Nurture group, ELSA intervention. Breakfast Club. A range of before and after school clubs including: sport, drama, music, computing as well as academic targeted support.	On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' + 3-4 months additional progress. Significant proportion of children identified as needing additional support are PP. Due to emotional and nurture needs, integration into class and class-based activities is sometimes impeded Breakfast Clubs improve attendance and punctuality as well as providing a nutritious breakfast. Evidence indicates pupils make two additional months progress from before or after school programmes and are more likely to have an impact when not solely academic in focus (EEF Toolkit).	Regular SAFS team meetings to identify children who need this support. Staff CPD- behaviour management, mental health first aider, behaviour files/ boxhall profiling. Bespoke interventions for SEMH- external intervention through EPSS/ counselling where appropriate. Monitoring and evaluation of impact- pupil/parent voice, learning walks. Behaviour data. Cost/ Resources: Total cost for C+ D: £9000 10% Jan 2020 review- see AIR Impact Review November 2019 Attendance and Behaviour 2019- 2020 For full analysis of attendance and behaviour.	LW	Half termly as per behaviour/ attendance monitoring and case study/ behaviour file monitoring. Jan 2020 Review- see AIR Report Nov 2019 July 2020 Review: COVID pandemic has impacted on several of these actions- they are still priorities for the academy to be planned into PPG strategy from Sept- currently awaiting further DFE guidance on COVID Catch Up funding.
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E Appropriate pastoral support is provided for PP pupils. Children have opportunities to talk about their feelings in a controlled way and feel listened to and supported. For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Referral system in place and children are identified and receiving support. Children will be supported and listened to which will enable them to be 'ready to learn', emotionally, mentally and socially. Children are ready to learn in class with greater independence and less interventions and support over time.	Significant proportion of children identified as needing additional support are PP. Ability to learn is impeded if child is not feeling safe and secure at home or has worries/ anxieties of a safeguarding nature.	SAFS Team- 2 non- teaching posts: Student and Family Support Worker (SFSW) and Inclusion Worker to provide support to pupils and families. DSL trained, mental health first aid and FSP trained. Accurate record keeping- CURA, Pupil Asset, use of Behaviour Files. Weekly SAFS team meetings to review children/ events of the week recorded. Regular attendance at safeguarding network meetings. Monitoring and evaluation of impact through pupil/ parent voice and analysis of behaviour/ attendance data/ learning walks. <u>Cost/ Resources:</u> Total cost for E+ F: £59 000 66% Jan 2020 Review: Attendance: First Half Term is lower than last year's total, but higher than this point last year (95.17%) Disadvantaged pupils show lower attendance, boys are lower than girls and SEN are considerably lower than those without – many of these children have compound vulnerabilities. Persistent absence (below 90%) is a statistically unreliable measure this early on in the year as it only takes 3 days absence to hit the threshold.	Half termly review of attendance and behaviour data, case studies- behaviour files. To include pupil voice. Half Termly- data capture of pupils attending and link to attendance/ behaviour as per case studies. July 2020 Review- see earlier comment re COVID Pandemic.
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F Parents receive support in order to effectively work with their children at home. Mental health, self-worth and confidence are improved for pupils	Increased parental involvement for PP Pupils in their child's education and development. Additional parental support for pupils. Positive relationships established between families and school. Parenting support and initiatives in place and attended by PP parents. PP parents to have attended at least one school initiative during the academic year. Member of SAFS Team available before and after school every day to meet with parents.	Important to build positive and supportive relationships with pupils and families. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are linked with children's attainment. Parental engagement can have a positive impact of 2-3 months (EEF Toolkit).	Full time SAF Team provides support to families including FSPS and signposting to external professional support where required. Weekly SAFS team meetings. Opportunities for parents to engage with school e.g. Class Dojo, Bring an Adult. <u>Cost/ Resources:</u> See E Jan 2020 Review: Attendance: Current attendance for all pupils is in line with last year's national average. Attendance for disadvantaged pupils and pupils with SEN is lower than the national average and an area of focus for the academy. See 'AIR Impact Review Nov 2019.' July 2020 Review: See previous comments re COVID Pandemic. Mental Health identified as a key priority to continue with into the following year. Leadership currently exploring all resources re Recovery Curriculum to plan this.	Termly Parent voice, analysis of attendance at events. Termly safeguarding report.
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G Children have a range of experiences to meet all the curriculum requirements and give them the skills to succeed across the curriculum.	Subsidised costs for a range of curricular enriching activities including museum trips, theatre visits, residential trips. All pupils offered at least one after school club or extra-curricular activity. Children will have experienced a broader curriculum and know there are a range of activities available linked towards their interests, skills and talents.	Parents of PP are four times less likely to pay for extra opportunities for their children. Pupils who take part in outdoor adventure learning make approximately four additional months progress. Children have a foundation of knowledge to ensure they are prepared at an age appropriate level to understand and contribute to life in modern Britain	Pupil perceptions and ensuring all pupils have been offered further opportunities <u>Cost/ Resources:</u> Total cost for G: £2000 2% subsidised trip costs and after school clubs. Jan 2020 Review: Floor books show a range of experiences-visits and visitors coming in. Pupil voice not collected yet-survey needed end of year. July 2020: COVID Pandemic prevented trips and visitors from coming into the academy. Leadership are looking at how our new Curriculum from Sept 2020 can address the need of our pupils to have a range of experiences- currently researching Recovery Curriculum resources/ staff CPD time re curriculum planning.	LW	Termly- floor books, pupil voice, evidence in displays and books + links to outcomes in reading PIXL tests.
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6. Review of expenditure (Review of 2018/2019: This was reviewed in September 2019 following the appointment of a new Head in March 2019)			
Previous Academic Year	2018/2019		
Summary of action/approach	Estimated impact:	Lessons learned	Cost
SEMH provision and support	PP children with significant SEMH needs- attendance improves, engagement improves and attainment and progress accelerates as a result.	The change in leadership has made the review of the provision for 2018/2019 tricky. This is now in place for 2019/2020. Behaviour files were put in place from March 2019. Of those children who now have behaviour files- analysis in the academic year 2019/2020 shows that attendance and number of incidents of behaviour has improved and on this basis the provision should be continued with rigorous monitoring for impact now in place. Staff received positive handling training and twilight sessions on Behaviour Management/ Roots and Fruits. This training and approach was pivotal in bringing about cultural change in terms of a whole school approach to behaviour management and implementing a system but it has been too early to see the full impact of this. SEMH intervention and continual investment of PPG in staff training in these approaches should be carried forward into the next academic year.	pm staffing costs for nurture + 2 hrs SENDco costs for planning. Release time Boxhall profiles. Inteligensa training.
Addressing gaps in learning to accelerate progress. Pupil Progress Meetings Year 6 PIXL Release time for DHT to track progress of PP children.	Enables 1:1 sessions with class teacher to analyse individual progress of every child, barriers to progress and appropriate interventions to be put in place to accelerate progress/ address gaps in learning.	This system was not consistently in place for 2018/2019 due to turbulence in leadership. Pupil Progress meetings took place from March 2019 and showed that there were inconsistencies in terms of Teacher Assessment judgments. This has now been rectified with a rigorous system of assessment/ moderation and staff meeting time dedicated to discussions of the DNEAT ARE/ attendance at DNEAT moderation. Significant investment in staff training and building the capacity of leadership across the academy to support staff and hold staff to account is taking place and already demonstrating at the time of this review that this process should be continued into 2019/2020 using PIXL to inform TA judgments and therapies.	Release time for staff to attend. PA licence. PIXL cost for Year 6. Release time for DHT



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Increase engagement of PP learners in school and widen experiences. Trips and visitors, and residential are part subsidised for PP children to ensure/increase likelihood of participation. Funding available for kit for residential for identified PP children.	To remove financial barriers to participation and enable all children to take part in trips and events.	The cost was 100% funded for PP children for all trips. This enabled 100% of our PP children to participate in the trips which ran from September 2019- July 2020. One of these trips included a residential for year 6. This is clearly an effective use of PP.	Subsidised trip cost.
Breakfast Club is subsidised for PP	Improve attendance and give pupils a calm start to the day and a healthy breakfast.	The number of children attending Breakfast Club from September – July 2020 per week ranged between 17- 27. 14 of these pupils attended on a regular basis and were PP- 52%.	Staffing cost for Breakfast Club



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Pastoral support for pupils and families: Employment of a Student and Family Support Worker. Training, including DSL, FSP, will be provided. Work will revolve around social and emotional wellbeing.	To provide intensive support on a 1:1 basis/ small groups for children with SEMH needs and provide intensive support for vulnerable families- signposting to external agencies where appropriate.	Turbulence in leadership last year meant that tracking of the impact of this resource is difficult to evidence. Retrospective impact evaluation quickly revealed that several children and families benefit from being able to access the SFSW during the day, before school and after school. The resources was being shared across another school- but this meant that the resources was not always available for Swaffham children/ families and so this aspect of the role has now ceased. Due to the high number of vulnerable families and children, a second pastoral worker has been employed to focus on supporting children during the day with SEMH needs/ social skills and mental health.	Staffing cost- PR DSL training FSP training
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7. Additional detail

Review of previous year has been difficult as leadership change with new Head appointed from March 2019 and the PP strategy in place was incomplete. The new head and the deputy have evaluated what was known to be in place and looked at impact in September 2019- however, the detail in terms of desired outcomes was not fully in place. The Head and Deputy have undertaken a full analysis of the context and barriers that pupils in receipt of the pupil premium face for this academic year and this strategy has then been drawn up. This strategy will be fully evaluated in January 2020 to inform budget setting for the 2020/2021 financial year. Reviews will take place in March 2020 and July 2020.