

## 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 Bulbeck CE Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	20.21% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Helen Bartley (Headteacher)
Pupil premium lead	Rebecca Doggett (Assistant Headteacher)
Governor / Trustee lead	Tania Verdonk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24210
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26820

# Part A: Pupil premium strategy plan

## Statement of intent

At Swaffham Bulbeck Primary School, our primary aim is to maximise the potential of our disadvantaged children so they can lead fulfilling lives. We believe the best way in doing this is to reduce the attainment gap between the disadvantaged and advantaged and ensuring all pupils experience a wealth of opportunities that enable them to develop their knowledge, skills and understanding.

We understand that challenging socio-economic circumstances can create additional barriers to successful learning. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through quality first teaching. This can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by school.

Our approach responds to common challenges as well as to the needs of individuals, based on our assessments. To ensure that our approaches are effective, we will:

- act early to intervene at the point a need is identified;
- use a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We have conducted an analysis of barriers to learning for disadvantaged pupils and analysed the qualities we see in our successful, and less successful, learners in our school which are listed as challenges below. Some of our vulnerable children could experience multiple challenges.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and on-entry assessments demonstrate that communication and language barriers exist - both a vocabulary deficit and poor ability to manipulate language for effect.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing fluency skills and developing reasoning skills in maths.
3	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.
4	Observations and discussions demonstrate issues with social, emotional and mental health- children lack confidence, resilience and a desire to learn.
5	Our attendance data shows that attendance among pupils eligible for PP funding (average 94.39% between 01/09/21 and 10/11/21) is lower than attendance among those not eligible for PP funding (average 97.22% between 01/09/21 and 10/11/21).
6	From observations and discussions with children, we have identified that many of our disadvantaged pupils have limited enrichment opportunities outside of school, as well as a lack of resources and literature at home.

	We have also identified limited parental engagement and support for learning, e.g. reading at home, homework/home learning, attending school events (such as parent consultations, class cafés, workshops etc.)
7	The multiple disadvantages of pupils who are also eligible for Pupil Premium: 63% of pupils in receipt of Pupil Premium funding are receiving additional wellbeing support, because of issues with social interaction, emotional wellbeing and mental health, X of which are identified as disadvantaged. 21% of pupils in receipt of Pupil Premium funding are adopted/post LAC. 52% of pupils in receipt of Pupil Premium funding are also on the school SEND register.

## 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
1. Pupils develop a high level of vocabulary and a strong spoken ability, thus applying this to their learning especially in core subjects.	The gap between the highest attaining pupils in our school and those who begin at a disadvantage is narrowed.  Pupils make accelerated progress in order to achieve expected outcomes in reading, writing and maths.
2. Fundamental maths skills are embedded in long term memory so that pupils can apply maths skills and written methods to reasoning and problem solving.	Pupils eligible for Pupil Premium make as much progress as their peers in maths.
3. Fundamental reading and writing skills are taught rigorously and systematically throughout the school.	Pupils eligible for Pupil Premium at least expected progress in reading and writing.
4. High aspirations and expectations are in place for all pupils. All children, particularly those eligible for Pupil Premium, are motivated to learn and have strategies to cope.	Children display positive learning behaviours and have increased engagement in learning.  All pupils have high aspirations for themselves and reach their full potential irrespective of their barriers.
5. All pupils aim to attend school 100% of the time- attendance will be above 96%.	Pupils understanding will be good and are ready to learn without gaps in learning.
6. Parents have the knowledge to support their children at home and attend, where possible, or become involved in school events demonstrating strong partnerships and a shared importance of education.	Through extra practice at home (reading, home learning etc) pupils make at least expected progress in reading, writing and maths as well as foundation subjects.  Children display an enhanced love of learning.
7. Pupils eligible for Pupil Premium have the same access to opportunities and resources as their peers, enabling children to have full access to our curriculum and to	Children will demonstrate knowledge and skills in a broad range of curriculum areas.  Children will attend extra-curricular activities and enrichment opportunities.

extra-curricular activities, including educational visits and clubs.	Children have the skills they need to flourish even after they have moved on to secondary education.
8. Staff are trained to identify the needs of all children. The needs of children, and their families, are supported.	Vulnerable families are fully supported and Early Help is provided, e.g. through family workers. Pupils receive appropriate support to manage emotions/circumstances etc.
9. Pupils accelerate with their learning and achieve age-related expectations.	Pupils will reach their potential, progressing well and achieve as much as their peers.

## 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: £ 11600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b> Develop language acquisition by providing a range of opportunities to develop vocabulary</p> <ul style="list-style-type: none"> <li>- develop vocabulary-rich environments</li> <li>- Talk for Writing English units</li> <li>- Reading Reconsidered approach to guided reading</li> <li>- Curriculum development and enhancement, including use of knowledge organisers</li> <li>- Train staff in language interventions WellComm, Colourful Semantics</li> </ul>	<p>According to the Department for Education's Unlocking Talent, Fulfilling Potential strategy (December 2017), children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11 and 11 times less likely to achieve the expected level in maths. There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3, 4, 6, 7
<p><b>Quality First Teaching</b> Improve overall progress in reading.</p> <ul style="list-style-type: none"> <li>- Promote a love of reading</li> <li>- Develop reading canon to ensure that quality texts are being used and are accessible</li> <li>- Talk for Writing English units</li> <li>- Reading Reconsidered approach to guided reading</li> <li>- Sounds-Write phonics programme to ensure children</li> </ul>	<p>'Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time. In The Matthew Effect, Daniel Rigney explains: "While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible."  "Pupils who begin with high verbal aptitudes find themselves in verbally enriched social</p>	1, 3, 4, 6, 7

<p>are secure in foundations of early reading</p> <ul style="list-style-type: none"> <li>- English lead to attend regular training/updates to support delivery of reading curriculum</li> </ul>	<p>environments and have a double advantage. Good readers may choose friends who also read avidly while poor readers seek friends with whom they share other enjoyments.”-  <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p>	
<p><b>Improve phonics provision and attainment</b></p> <p>Purchase of Sounds-Write, a DFE validated synthetic phonics programme and associated matched books and training for staff to secure stronger phonics teaching for all pupils. Roll out of programme from EYFS upwards.</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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3
<p><b>Quality First Teaching</b></p> <p>Improve attainment and progress in mathematics.</p> <ul style="list-style-type: none"> <li>- Fluency sessions and use of Maths Hub Mastering Number materials in EYFS and KS1</li> <li>- Delivery of maths mastery programme and teacher release time to embed key elements and to access Maths Hub resources and CPD</li> <li>- Purchase maths resources/ manipulatives to support teaching and learning</li> </ul>	<p>‘To the person without number sense, arithmetic is a bewildering territory in which any deviation from the known path may rapidly lead to being totally lost.’ Dowker (1992).</p> <p>Evidence highlights how embedded fluency sessions across the school support fundamental maths skills being stored in long term memory and thus easily retrieved. ‘Important mathematical procedures cannot be “forgotten over the summer” because they are based in a web of connected ideas about fundamental mathematical relationships.’ Russell (2000).</p>	2, 4, 6, 7
<p><b>Quality First Teaching</b></p> <p>Provide updated training and weekly meetings for all staff (including support staff) to ensure that all staff are up-to-date with initiatives</p> <ul style="list-style-type: none"> <li>- Rosenshines Principles</li> <li>- Dyslexia</li> <li>- Precision teaching</li> <li>- Sounds-Write</li> <li>- Maths mastery</li> </ul>	<p>According to EEF, TAs should be fully prepared for their role in the classroom’ and schools should provide sufficient time for TA training.</p>	1, 2, 3, 4, 6, 7
<p><b>Maximise the effectiveness of teaching assistants</b></p> <ul style="list-style-type: none"> <li>- MITA training</li> </ul>	<p>Blatchford report on effective deployment of teaching assistants, 2009  <a href="https://maximisingtas.co.uk/assets/content/edtareport-2.pdf">https://maximisingtas.co.uk/assets/content/edtareport-2.pdf</a></p> <p>The thoughtful use of TAs leads to ‘noticeable improvements in pupil outcomes’, EEF.</p>	
<p><b>Build Cultural Capital</b></p> <p>Provide opportunities and resources that enable children to have full access to our curriculum and to extra-curricular activities</p> <ul style="list-style-type: none"> <li>- Financial support for clubs/educational visits</li> <li>- Promote love of reading</li> </ul>	<p>An enhanced curriculum facilitates the development of confidence and improves academic achievement through sustained concentration and creativity.</p> <p>Evidence suggests that cultural capital helps children do better in school. These children are able to turn their cultural capital into credentials,</p>	1, 2, 3, 4, 5, 6, 7

<ul style="list-style-type: none"> <li>- Ensure accessibility of high quality texts</li> <li>- Develop vocabulary rich environment</li> <li>- Training of staff with effective interventions/resources</li> <li>- Provide curriculum-related experiences (visitors/theme days etc.)</li> </ul>	<p>which can then be used to acquire advantaged positions themselves. (Bennet et al, 2009).</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide support for targeted individuals, identified through assessment</p> <ul style="list-style-type: none"> <li>- interventions for targeted individuals/groups</li> <li>- targeted TA support in class</li> <li>- termly Pupil Progress meetings (class teacher, head teacher, SENCo &amp; PP lead)</li> <li>- Provide pre/after-school targeted catch-up sessions</li> </ul>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Sir Kevan Collins, EEF chief executive, said: "Teaching assistants have been much maligned in recent years and many schools have scaled back on their employment to cut costs. But today's results prove that when they're used to deliver small-group interventions, they can have a great impact on pupils' attainment.</p>	<p>1, 2, 3, 4, 7</p>

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

Budgeted cost: £ 10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being Co-ordinator</p> <ul style="list-style-type: none"> <li>- provide focused blocks of support for pupils to deal with anxieties, build resilience, confidence and self-esteem, and review frequently.</li> </ul>	<p>There is limited research on the impact of pastoral support in primary schools (although there is significant research in secondary schools and this demonstrates a positive impact).</p> <p>Social and emotional skills are essential for children's development— they support effective</p>	<p>4, 5, 6, 7</p>

<ul style="list-style-type: none"> <li>- Provide nurturing environment through individual and group support.</li> <li>- Support pupils with lifelong strategies.</li> <li>- Implementation of the 10 Keys to Happiness</li> <li>- Signpost parents to outside agencies as appropriate e.g. Early Intervention Family Worker, YOUnited or CHUMS mental health and emotional wellbeing services</li> </ul>	<p>learning and are linked to positive outcomes in later life (EEF).</p>	
<p>Embed principles of good practice to improve attendance</p> <ul style="list-style-type: none"> <li>- a clear, shared vision and strategy</li> <li>- high expectations</li> <li>- clear communication with all stakeholders</li> <li>- use staff who are skilled in supporting pupils and families to identify and overcome barriers to attendance.</li> <li>- Attendance champion SLT</li> </ul>	<p>The DfE's <a href="#">Improving School Attendance</a> advice sets out guidance on improving attendance.</p>	<p>5, 6</p>
<p>Events to encourage parents/ carers into school including working alongside pupils</p> <ul style="list-style-type: none"> <li>- Class Cafés</li> <li>- Volunteers</li> <li>- Walk and talk sessions with wellbeing co-ordinator</li> <li>- Zoom social events (or face-to face coffee mornings etc.)</li> </ul>	<p>Research shows, 'Parent engagement in the educational development of their children improves attainment more than any other single factor.' Research into Practice: The impact of parental engagement on learner success, 2010. 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.' EEF Teaching and Learning Toolkit.</p>	<p>6, 7</p>
<p>Enrichment and enhancement opportunities to improve wellbeing and self-esteem, and positive attitudes towards school</p>	<p>Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment (EEF).</p>	<p>6, 7</p>

**Total budgeted cost: £ 27550**

# 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

During the national lockdown in 2021, as well as during individual periods of self-isolation due to Covid-19, safe and well checks were carried out regularly by a member of staff, either on the phone, via Dojo message or in person, and support for families was provided through home visits. Additional resources such as laptops, maths manipulatives, extra reading books and work books were provided for children to support their home learning. In addition to their daily class Zoom and home learning work, families who were identified as struggling to access the home learning, or needed extra support, were offered daily bespoke Zoom sessions with a teaching assistant to further support their learning. Engagement with home learning tasks increased from the national lockdown in 2020 with disadvantaged and vulnerable families participating in learning activities more frequently.

In school, intensive, targeted support was provided for specific groups of pupils by employing an additional teacher to work with those who needed it most. In addition, booster groups run by teachers and TAs were provided where needed across the school to provide intervention for specific children. An additional space was created within the school (turning an old office into a learning space suitable for small groups) to enable targeted support to take place.

### QUALITY TEACHING FOR ALL

- Individuals were identified from Pupil progress meetings and supported through intervention.
- Termly Assessments in Reading, Writing and Maths (DIBELS, HEADSTART) show that the majority of pupils eligible for PP funding have made expected, or above expected, progress in reading, writing and maths. However, due to small cohorts, trends are difficult to identify as a result of individualised cases, particularly where multi-disadvantage is evident.
- Due to small cohorts we are able to adopt a personalised approach, tailoring specific support to each individual.
- There is a high correlation between the number of children who are SEND and eligible for PP funding (52.6% pupils eligible for PP funding are also on the SEND register.) – SENDCo hours have been increased which ensures pupils receive appropriate support and intervention is effective and monitored.
- The work on our curriculum has had a huge impact on the delivery of foundation subjects through carefully sequenced and progressive units.. The curriculum includes the regular use of knowledge organisers to facilitate pupil retrieval of key information.

### NEXT STEPS:

- Baseline and end of intervention assessments to be completed to monitor progress in interventions.
- Data from maths assessments indicates that this is an area of focus, in particular 'number and place value.' across year groups.

### TARGETED SUPPORT:

- High No. of pupils receiving pastoral support (may be for many pastoral interventions e.g. nurture and anxiety groups)- employment of Inclusion and Well-Being Co-ordinator.
- Small group targeted support has been completed by additional following Pupil Progress meetings gap analysis to identify support required.
- Additional teacher and TAs have managed to focus and support individuals in each class.



**NEXT STEPS:**

- Develop role of Inclusion and Well-Being Co-ordinator to provide support for children and families.
- Increase hours of TA working within upper Key Stage 2 where the proportion of pupils eligible for PP funding is high- to deliver intervention and tuition.

**OTHER APPROACHES:**

- Parents have tried techniques and recommendations on improving behaviour etc and have given positive feedback on the sessions. We were able to focus on specific parents that we were aware would benefit from the support.
- Specific training to meet individual pupils' needs ensured we were catering for their needs and had a better awareness e.g.AET, Attention Autism
- Pupils benefited from being involved in trips, clubs and music lessons- building cultural capital and facilitating well-being.

**NEXT STEPS:**

- Unfortunately, due to the pandemic, we have not been able to involve parents as much as we had desired. depending on restrictions we hope to make this a focus.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

In order to monitor progress and the effectiveness of the support we provide in a wide range of areas - academic and non-academic - we have developed Personalised Plans which are unique to each child identified as eligible for Pupil Premium funding, according to their needs. The plans are written by class teachers, in collaboration with our Pupil Premium Champion, and are reviewed each term when new areas of concern may be identified. Actions are then put in place and carried out before the next review.