



Swainswick Church School Pupil premium Strategy Statement 2021-2022

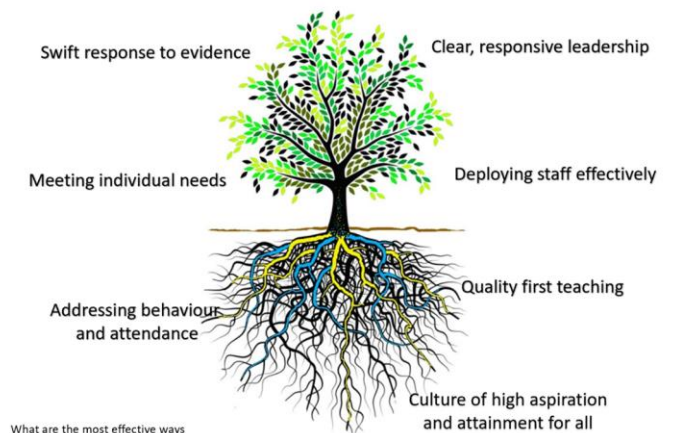
This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	6/78
Proportion of disadvantaged pupils	7.69%
Proportion of disadvantaged pupils who have SEND	3/6 = 50%
Pupil premium allocation this academic year	£10,415
Publish date	September 21
Review date	July 22
Statement authorised by	Grant Swarbrooke -HT Shannon Car-Shand – Chair of Gov
Pupil Premium lead	Grant Swarbrooke
Governor lead	Shannon Carr-Shand



Disadvantaged Pupils' Outcomes for 2021-2022 (Teacher Assessed)

This is a subset of the information about the learning of disadvantaged pupils across all year groups. In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Subject	Number of Pupils – Year 6 2021	Meeting the expected standard at end of KS2	Meeting the high standard at end of KS2
Reading	No pupil premium children in Y6	n/a	n/a
Writing	No pupil premium children in Y6	n/a	n/a
Maths	No pupil premium children in Y6	n/a	n/a

% of Year 6 disadvantaged pupils meeting the expected standard RWM combined end of KS2	No pupil premium children in Y6 2020-21
% of Year 6 disadvantaged pupils meeting the higher standard RWM combined end of KS2	No pupil premium children in Y6 2020-21

% of Year 1 disadvantaged pupils meeting the phonic standard	No pupil 2020-21 premium children in Y1
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Barriers to future attainment (for pupils eligible for PP, including SEND and high ability) In School and External	
A.	Several children find it difficult to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high ability and pupils with SEND).
B.	Children identified as Pupil Premium in EYFS and KS1 who did not meet GLD/ expected standard / phonics standard, struggle to acquire phonics skills due to limited oracy and less opportunities to apply these skills at home.
C.	Some pupils struggle in their confidence and resilience as speakers and readers, therefore speaking and reading in public with confidence and expression can be limited.
D	Several children struggle in confidence and general resilience when challenged with new experiences - where they are asked to step out of their comfort zone.
E.	Whilst the attendance for many PP students is good, we have some children who are persistently absent or have attendance below 95/90%.

Teaching priorities for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
Ensure all relevant staff have received high quality phonics training and are skilled in the delivery of systemic synthetic phonics.	B C	<ul style="list-style-type: none"> Buy and embed the use of Little Wandle phonics scheme across EYFS, KS1 and KS2 catch up pupils High-quality training and purchase books that match the sounds pupils have learnt. 1:1 Phonics CPD and monitoring for TA 	
Ensure all staff are skilled in the assessment of pupils learning in phonics, reading and writing.	B C	<ul style="list-style-type: none"> Lead inset and staff meeting sessions on the use of assessment in phonics and moderation of writing to ensure teaching addresses specific weaknesses in PP 	

		<p>pupils writing. This being evidence in the Closing the Gap document.</p> <ul style="list-style-type: none"> • Work in partnership with SENCO and teachers to plan, implement and review a phonic catch-up programme 	
Engage in Oracy Voice 21 project and roll out the approach across the school.	C	<ul style="list-style-type: none"> • Two Oracy Champions trained, allowing staff meeting dissemination. • Lesson visits/lesson study approach to support staff in developing Oracy pedagogy in classrooms. 	

Projected spending for this aspect: £5,000

Targeted academic support for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
PP leader, SENCO and teachers work together to use assessments to accurately identify which pupils require a structured programme of interventions.	B, C	<ul style="list-style-type: none"> • Provision map and interventions in place from Term 1 • SENCO and teacher collaboration with completion of Closing the Gap plan/document • Pupil progress meetings 3 times a year to discuss impact of interventions. 	
TA to deliver specific phonics and oracy interventions in EYFS/KS1 and KS2 pupil catch up	B, C	<ul style="list-style-type: none"> • Using phonics assessments, select pupils to receive a targeted, phonic intervention programme. • Purchase/make specific phonics resources for this group and for children to take home. • Deliver a series of virtual phonics sessions via Teams, to enable parent and child to learn together. 	
Targeted intervention for specific pupils through the National Tutoring Programme	B, C	<ul style="list-style-type: none"> • National Tutoring Programme (6 pupils) • Embedding of three-way partnership between tutor, school and home. 	**

Projected spending for this aspect: £2,000

Wider strategies for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
Develop package of SEMH support and staff expertise	A	<ul style="list-style-type: none"> • Employ Thrive practitioner who provides weekly session for identified pupils – building self-esteem, reflection and resilience. • Hold termly whole staff meetings – monitoring identified pupils and impact of thrive interventions • Employ lunchtime mentor for identified pupils – monitor independent activities and support when required • Provide lunchtime sports clubs 	
Ensure all children have access to extra-curricular activities, broadening their experiences and therefore increasing confidence, independence.		<ul style="list-style-type: none"> • Provide lunchtime sports and coaching clubs • Enriching opportunities through school trips and school visits should be experienced by all pupils including pp. This will enable positive experiences outside of the school setting to occur. • Enable all pupils to participate on residential trips 	

Projected spending for this aspect: £3,500

Monitoring and Implementation 2021-2022

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, staff meetings and additional cover being provided by senior leaders.

Targeted support	Ensuring enough time for school SENCO, teachers and TAs to use Closing the Gap assessments to support specific children or small groups.	Termly class Closing the Gap assessment sessions with Key Stage teams to problem solve and implement actions.
Wider strategies	Ensuring enough timetabled Thrive provision for weekly identified pupils	Employ PE coach to release Thrive practitioner for weekly timetable provision