

# 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	Swindon Village
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	79 children (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Geraint Mills, Headteacher
Pupil premium lead	Dom Roddis, Assistant Headteacher
Governor / Trustee lead	Liz Jones, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,805
Recovery premium funding allocation this academic year	£10,005
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	£103,810

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and are provided opportunities to enrich their life experiences and chances.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils may require the most support.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Some of our key strategies are:

- ensuring disadvantaged pupils are challenged in the work that they're set
- acting early to intervene as soon as there is a point of need identified.
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve e.g. homework club, regular monitoring throughout the whole curriculum, weekly cookery clubs...etc
- A well thought out and designed curriculum which provides the children with enrichment opportunities to inspire and motivate all pupils.
- Pastoral Support: A Dedicated team who identify and work with children and families.
- Investing heavily and smartly into highly skilled teachers and teaching assistants.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Basic Skills</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• This has resulted in significant knowledge gaps which has led to pupils falling further behind age-related expectations, particularly in their SPAG/Phonics/Reading and Maths</li> <li>• On entry to Reception in 2021, 6 children - 86% of our disadvantaged pupils arrived below age-related expectations compared to 25 - 42% of other pupils.</li> </ul>
2	<p><b>Enriching life skills and experiences</b></p> <ul style="list-style-type: none"> <li>• From our assessments in writing, reading and also our drive on knowing more and remembering more we have found that disadvantaged children's vocabulary and understanding of words/phrase/sentences is more limited than non-disadvantaged children.</li> </ul>
3	<p><b>Disadvantaged Children who have Special Educational Needs</b></p> <ul style="list-style-type: none"> <li>• From our assessments and observations there is a growing correlation between DA children and children on our SEND Register.</li> </ul>
3	<p><b>Family Circumstances and/or Lack of Family Engagement:</b></p> <ul style="list-style-type: none"> <li>• Observations and monitoring indicates there is a growing reluctance or an inability due to change in family circumstances to reinforce taught skills at home e.g. reading and basic maths skills</li> </ul>
4	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• Our attendance data over the last 12 months indicates that attendance among disadvantaged pupils has grown between non-disadvantaged pupils. 32 children (41%) of disadvantaged pupils have been 'persistently absent' compared to 63 children (26%) of their peers during that period. This is a contributing factor that absenteeism is negatively impacting disadvantaged pupils' progress.</li> </ul>

## 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 attainment among disadvantaged pupils.	Based on their current judgements for Disadvantaged children in our current Y3 class our reading at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.
Improved Writing attainment among disadvantaged pupils.	Based on their current judgements for Disadvantaged children in our current Y3 class our writing at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Based on their current judgements for Disadvantaged children in our current Y3 class our maths at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• 100% of Disadvantaged families attend yearly Parents' Evening meetings.</li> <li>• A significant increase from 40% in Dec 2021 to (70%) in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.</li> <li>• the percentage of all pupils who are persistently absent being below 4%.</li> </ul>

## 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: £76,217.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Basic Skills</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Basic Skills</p> <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Basic Skills</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teacher trained to delivery Mastery approach in school and externally).</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3</p>

<p><b>Smaller Group Teaching for Maths and English</b>  Y2/Y3 and Y6 all have an additional HLTA in the mornings to allow for more targeted teaching+ DH x7 hours.  All Class have PM TA support</p>	<p><b><u>Evidence from EEF</u></b>  On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  EFF Evidence  Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>1, 3</p>
<p><b>Employment of an external SIP</b>  X3 school reviews each academic year which ensures that staff are moving their learning forward and producing better outcomes for our disadvantaged children</p>	<p><a href="https://blog.teamsatchel.com/how-important-are-sips-and-sefs-in-the-new-ofsted-framework">https://blog.teamsatchel.com/how-important-are-sips-and-sefs-in-the-new-ofsted-framework</a></p>	<p>1,3</p>

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

Budgeted cost: £30,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Homework Club            X1 weekly 45 min staff led club for children who are not able to complete homework on a regular basis.</p>	<p>During these sessions, adults will be used to support the children with their English Reading, English Spelling and Maths Number homework.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p>NELI/Oral Skills            Targeted regular small group NELI intervention run in Reception</p>	<p>NELI is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>   <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a>   <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Nuffield_Early_Language_Intervention.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Nuffield_Early_Language_Intervention.pdf</a></p>	<p>1</p>

<p>Priority Readers x3-x5 30mins daily sessions targeted for 1:1 reading</p>	<p>Within these sessions, the aim is to teach metacognition and self-regulation strategies to develop comprehension and reading skills, foster the pupils' love for reading and for the children to view themselves as successful readers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p>Teaching Assistant led groups including</p> <ul style="list-style-type: none"> <li>• <i>MOT [maths on track]</i></li> <li>• <i>Pre/Post- teach</i></li> </ul>	<p><b><u>Evidence from EEF</u></b></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training</p>	<p>1</p>



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

Budgeted cost: £23,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Life Experiences /</b> Trips/In-house Experiences: Embedding a Memorable Learning Experiences progression Document. DA children to receive 50% reductions for all experiences.</p>	<p>In addition to developing the physical and mental well-being of our pupils, we believe participation by all pupils, especially our Disadvantaged pupils in school visits, outdoor activities and residential visits, will help instil positive habits in later life and will help give the children increased exposure to 'Cultural Capital'. No child to miss out on life skills and enrichment activities due to financial constraints.</p> <p><a href="https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015">https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015</a></p> <p>EEF toolkit: Outdoor adventure learning Learning. Moderate impact/ moderate cost/ moderate evidence +4 months impact</p>	2
<p><b>Uniform + Milk</b> Families qualify for £30 towards uniform every year. All Disadvantaged children receive daily milk as part of our offer</p>	<p><a href="https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk">https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</a></p>	
<p><b>Swimming:</b> All KS2 children to have 30 weeks of swimming. DA children to receive 50% reductions for all experiences.</p>	<p>Enabling a reduced cost for Disadvantaged children to remove the financial barrier. Swimming is a vital life skill and is important for maintaining a healthy mental and physical well-being.</p> <p><a href="https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school">https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school</a></p>	2

<p>Small Group Pastoral Interventions.</p> <p>Nurture Cooking x1 weekly session where children are encouraged and taught how to share their feelings, overcome concerns about food, develop healthier eating habits and develop self-esteem.</p> <p>Garden Of Hope (Bereavement) Group: 2 groups, fortnightly sessions throughout the academic year.</p>	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Our nurture groups typically consist of between 3 and 12 children depending on their needs and the activity.</p> <p>Each group is run by up to two members of staff. Children attend nurture groups at set times throughout the school day but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within a term (or longer if an individual needs additional nurture support).</p> <p><b>EEF Evidence</b></p> <p>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress</p> <p>Nurture cooking evidence: CEDAR (centre for diet and activity research) have commissioned a range of studies which highlight the need the positive impact of a healthy diet on educational standards</p> <p><a href="https://www.gov.uk/guidance/pastoral-care-in-the-curriculum">https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</a></p>	<p>2,3</p>
<p>1:1 / 1:3 emotional support (TLC Time, Animal Therapy, Lego Therapy, Drawing and Talking therapy).</p>	<p>Our pastoral leads run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support.</p> <p>We have a timetable of children who seen weekly.</p> <p>This also allows us to provide interventions following on from child protection/child in need/early help plans.</p> <p>The pastoral support/ family support extends to advising and supporting the families in their home settings</p> <p>Many children are focusing on self-regulation and zones of regulation across the whole school.</p> <p><b>EEF Evidence</b></p> <p>Self-regulation approaches have consistently high levels of impact, with</p>	<p>3</p>

	<p>pupils making an average of seven months' additional progress</p> <p><a href="https://www.gov.uk/guidance/pastoral-care-in-the-curriculum">https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</a></p>	
<p>Attendance Improvement Meetings (AIMs) to ensure Disadvantaged Pupils' attendance is in line with our whole school attendance expectations.</p>	<p>Case studies of PP children and attendance.</p> <p><b>“Being Present: The Power of Attendance and Stability for Disadvantaged Pupils”</b></p> <p><a href="https://eric.ed.gov/?id=ED594391">https://eric.ed.gov/?id=ED594391</a></p> <p>EEF Toolkit- Parental engagement: Moderate impact/ moderate cost/ moderate evidence +3 months</p>	4
<p>Family support / pastoral care</p>	<p>Our pastoral team work with families in school and at home in the family setting to ensure positive schooling experiences for children and adults.</p> <p><a href="https://www.gov.uk/guidance/pastoral-care-in-the-curriculum">https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</a></p> <p>EEF Toolkit- Parental engagement: Moderate impact/ moderate cost/ moderate evidence +3 months</p>	

**Total budgeted cost: £ 130,752.38**

*\*note: we have set aside an extra £26,942.38 to ensure that ALL Disadvantaged children receive the rounded curriculum we can offer. This is reviewed on an annual basis and also when the need changes.*

## 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. Due to breaks in learning and interventions, producing solid data has not been as successful as previous years. The school continued to use NFER assessments for core subject areas and the school hold this data internally. Where interventions were not completed on our provision map we have ensured that we have taken this into consideration when planning this year.

### 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
NELI	Nuffield
Accelerated Reader	Renaissance Learning

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
N/A	
N/A	