

# Swanage Primary Core Principles: Our Approach to Supporting Disadvantaged Learners

*We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.*

## Quality first teaching:

To ensure all pupils have access to highest quality teaching

1. To empower teachers to know their pupils and do what is best for them.

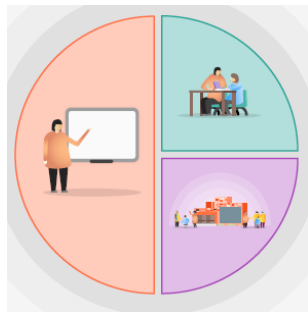
Evidence for this approach:

*John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'*

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

*EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant*

<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>



We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

*'Students levels of self esteem are a significant determiner in academic achievement (Cooperfield 1967)*

## Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- *Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.*
- *'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'*

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

## Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To empower parents to understand how to best support their child at home

*Charles Deforges: parental involvement is a more significant predictor in academic attainment than school*

*Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)*

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

We do this by developing

- *Early academic intervention for those that require it*
- *Training for parents*

7. To develop support networks around children and their families

*While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A Tiered approach*

8. To work to develop pupils' communication and language skills

*At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study*

We do this by:

- *Pastoral interventions to support those who need it*
- *Attendance support for identified families*
- *Financial support where required to support inclusion and curriculum access*
- *Developing a culture of aspiration and celebrating successes*
- *Ensuring all pupils have access to appropriate reading books and enrichment opportunities*
- *Developing a school approach to oracy*

## Swanage Primary school: Pupil premium strategy statement 2024-2025

### School overview

Metric	Data
School name	<b>Swanage Primary School</b>
Pupils in school	200
Proportion of disadvantaged pupils	33 (16.5%)
Pupil premium allocation this academic year	£50,628
Academic year or years covered by statement	2024-27
Publish date	01 September 2024
Review date	01 September 2025
Statement authorised by	Adam Burt
Pupil premium lead	Adam Burt
Governor lead	Lucy Cocup

### Disadvantaged pupil progress scores for last academic year (Summer 2024)

Measure	Score
Reading	Not yet published – due to no KS1 SATs data as a result of COVID
Writing	Not yet published – due to no KS1 SATs data as a result of COVID
Maths	Not yet published – due to no KS1 SATs data as a result of COVID

### Disadvantaged pupil performance overview for last academic year (Summer 2024)

Measure	Score
Meeting expected standard at KS2 (RWM)	25% (1 out of 4)
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Additional staff supporting KS 2 PP pupils	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year targets)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> </ul>
Additional TA support in classes and for focused interventions	<ul style="list-style-type: none"> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>Careful tracking of homework to include reading records – ensure regular reading takes place</li> </ul>

	<ul style="list-style-type: none"> <li>• Priority daily reading for pupils</li> <li>• Books always marked first in class</li> <li>• Teachers always check in first with PP children during helicopter marking</li> <li>• Regular tracking of pupils who are also on SEND register – teaching tailored to needs of pupils</li> <li>• Pupils who are on SEND register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>
Cover for weekly intervention sessions	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths (greater proportion meeting ARE)</li> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> </ul>
Enrichment/ Funding for extra-curricular music lessons/ clubs/Uniform/FSM etc	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/ stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> <li>• Pupils have received a good meal at lunchtimes</li> <li>• Pupils have access to appropriate school uniform</li> </ul>
Additional learning resources	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as iPads to complete tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> <li>• Renew IT licenses for PP children</li> </ul>
Funding for school trips and residential trips	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</li> </ul>
Funding for breakfast club	<ul style="list-style-type: none"> <li>• 'SPS Breakfast Club' – to promote good attendance and punctuality</li> <li>• Pupils enjoy spending time with peers prior to lessons beginning</li> </ul>
Home visits	<ul style="list-style-type: none"> <li>• This will aid transition, but also enables us to ensure that we can put into place any support that is required for the family/child early on in their time at the school.</li> </ul>
Additional release time for Core Subject Leaders to monitor provision and quality of teaching for PP pupils.	<ul style="list-style-type: none"> <li>• Quality First and Inclusive Teaching that closes the gap for PP pupils.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Improved parent/carer engagement and outcomes for families.</li> <li>• Reduction in school anxiety. Improved attendance and punctuality.</li> </ul>
Behaviour and safety including Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Improved overall well-being.</li> <li>• Improved scores on pastoral assessments</li> <li>• Improved behaviour.</li> <li>• Reduced exclusions.</li> <li>• Increased staff awareness of / strategies to support attachment issues and emotional development.</li> <li>• Reduced playground incidents.</li> <li>• Improved well-being during unstructured social times inc break/lunch times</li> <li>• Reduced anxiety.</li> <li>• Increased time spent in class.</li> <li>• Pupils meeting outcomes / targets</li> </ul>
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£50,628

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to focus on improving progress scores in KS2 Reading for disadvantaged children (4 children)	July 2025
Progress in Writing	Continue to focus on improving progress scores in KS2 Writing for disadvantaged children (4 children)	July 2025

Progress in Mathematics	Continue to focus on improving progress scores in KS2 Maths for disadvantaged children (4 children)	July 2025
Phonics	Achieve at least national average expected standard in PSC	Summer 2025
Other	Ensure attendance of disadvantaged pupils is at or above National average for all pupils (93.7%)	July 2025

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	Additional staff supporting KS 2 PP pupils – both Teachers and Teaching assistants
Priority 2	Additional TA support in classes and for focused interventions
Priority 3	Cover for weekly catch-up sessions in all classes
Priority 4	Additional release time for Core Subject Leaders to monitor provision and quality of teaching for PP pupils.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in all required areas, dependant on need
Projected spending	£43,128

#### Wider strategies for current academic year

Measure	Activity
Priority 1	Continuing to run a PP focussed Breakfast club
Priority 2	Enrichment/ Funding for extra-curricular music lessons/ clubs/Uniform to support PP families
Priority 3	Funding for school trips and residential trips
Priority 4	Ensure attendance of disadvantaged pupils is at National average for all pupils (93.7%)
Priority 5	Use highly trained ELSA staff to promote positive behaviour and safety including Social, Emotional and Mental Health support
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities</li> <li>• Improving attendance and readiness to learn for the most disadvantaged pupils</li> <li>• Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework</li> <li>• The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning</li> <li>• Behaviour – pupils with specific social and emotional needs which affect their learning</li> </ul>
Projected spending	£7500

## Monitoring and Implementation

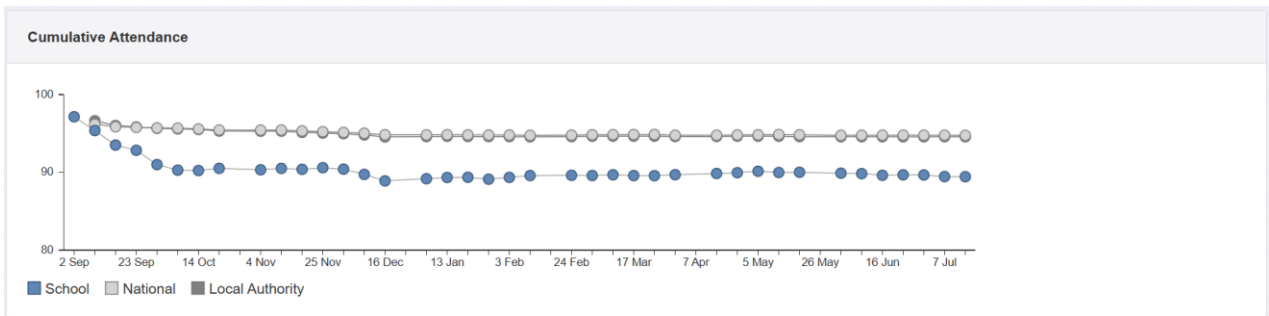
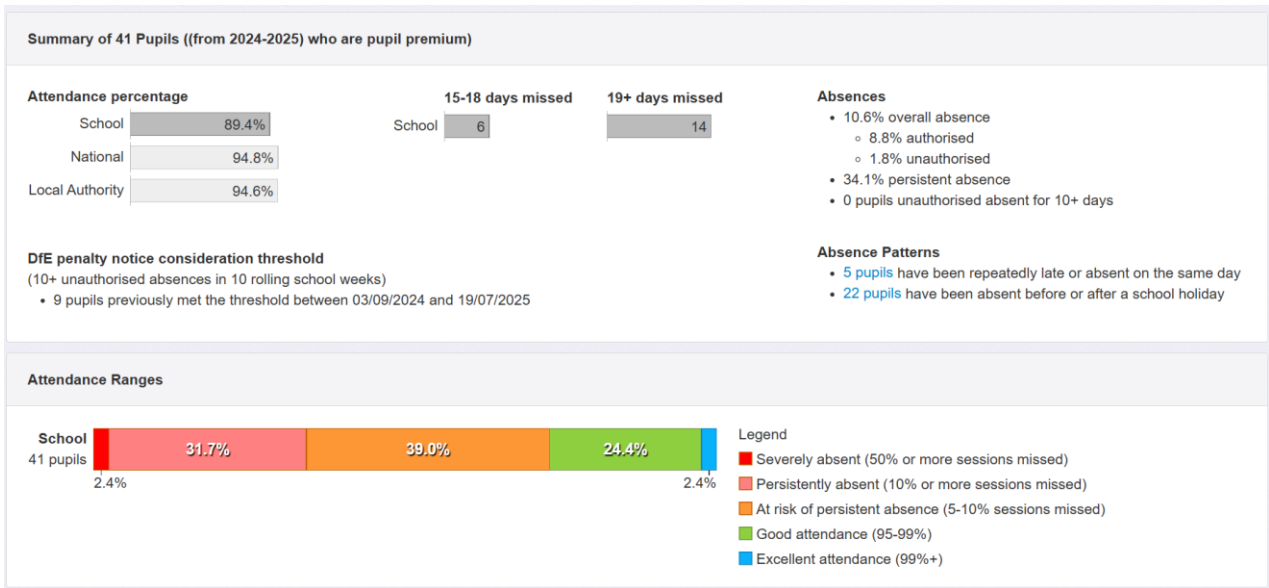
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days/staff meetings/HLTA cover to attend CLP events
Targeted support	Ensuring enough time for small group catch up sessions in all classes – maths, reading, writing, phonics, grammar focus	Sports coach to support classes and cover class teachers to deliver catch up sessions
Wider strategies	Engaging the families facing most challenges receive the support they need to enable their children to flourish	Working closely with external professionals to support those families most in need – inc Social care/family workers/other local agencies

## Review: last year's aims and outcomes

Aim	Outcome
Additional staff supporting KS 2 PP pupils – both Teachers and Teaching assistants	Staff available throughout the year to support development of KS2 pupils – we were able to provide same day/next interventions for all classes and staff were able to focus their time on those pupils who needed it.
Additional TA support in classes and for focused interventions	All KS2 classes had additional adult support throughout the year to assist with the learning and development of all pupils.
Cover for weekly catch-up sessions in all classes	This worked well throughout the year and enabled class staff to provide timely and effective weekly interventions and support for small groups of children and enable them to focus on key areas of development in their learning.
Additional release time for Core Subject Leaders to monitor provision and quality of teaching for PP pupils.	This was a real challenge last year due to staffing absence/financial restraints. Some release time to subject leaders was provided but this needs to remain a focus in the coming year.

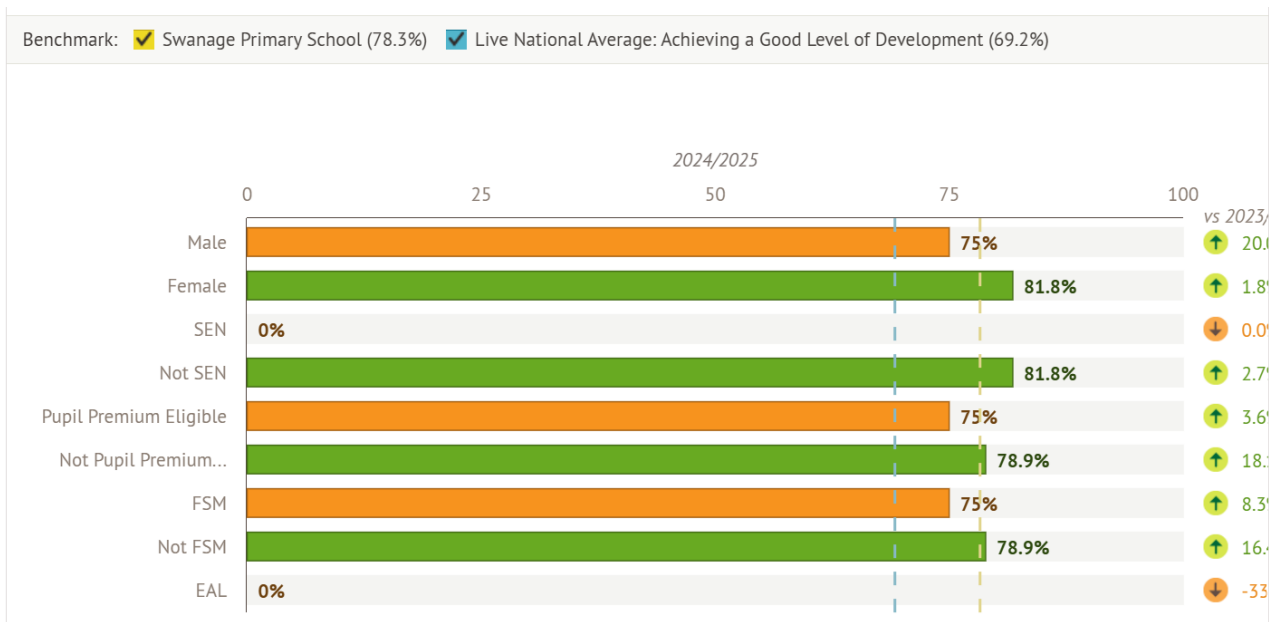
## Attendance review

Attendance remains a focus as 5% below national



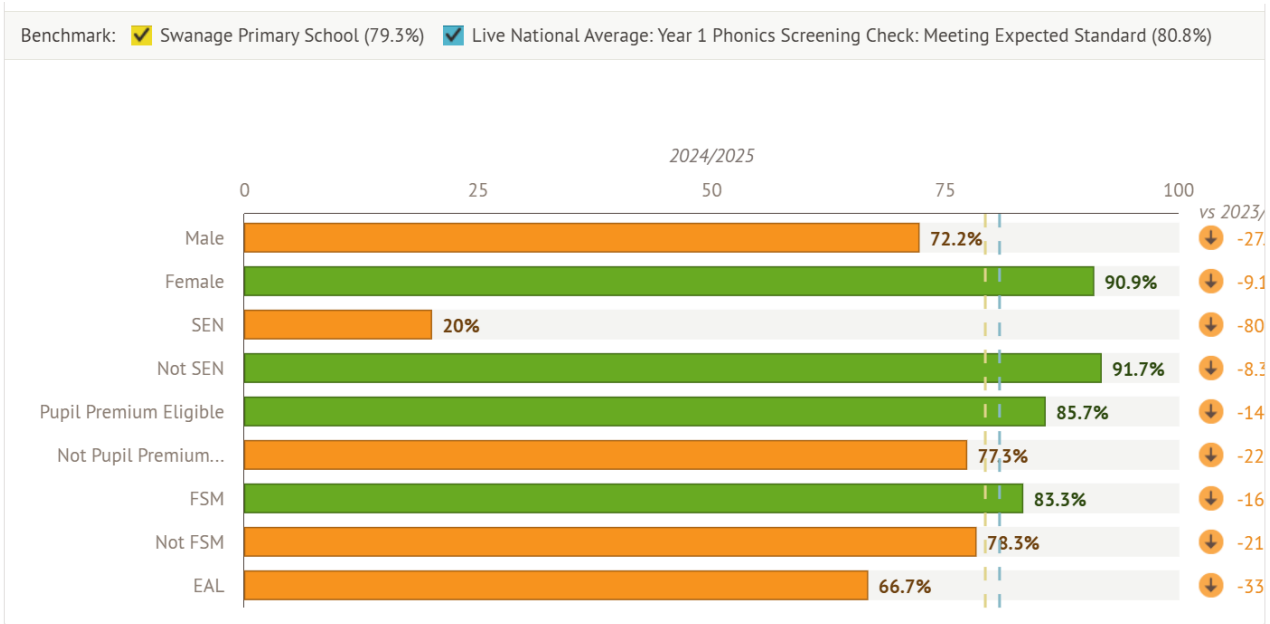
## ELG

PP increased by 3.6%



## Phonics

77.3 % just below national. 23% below last year however that was a 100% pass mark



## KS2 combined

PP down by 7% on previous year

