Pupil premium strategy statement – Swallowdale Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	33% (115 children eligible for PP)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Samantha Harries
Pupil premium lead	Samantha Harries
Governor / Trustee lead	Gill Hussey/Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,010.00
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£169,010.00

Part A: Pupil premium strategy plan

Statement of intent

At Swallowdale Primary School, our ethos is to Fly High Together. We have a committed team of staff who work hard to create an inclusive environment where all children succeed and consider our disadvantaged children to be first and always. We aim that our disadvantaged children will leave school with the skills and knowledge they need to thrive in the next stage of their development. Our school culture of Fly High Together will underpin our work. We strive to provide equitable opportunities for all children to learn, discover and thrive including access to intervention, additional support, educational visits and enrichment activities.

We all recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. For us, knowing and understanding the whole child including their strengths and challenges is imperative to success. At Swallowdale Primary School, a significant percentage of our disadvantaged children also have SEND (28%). Our focus for these children is to ensure that they are well-supported through each phase of our school and achieve well.

Our ultimate objectives to be addressed through this plan are to:

- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within schools and nationally through providing high-quality CPD for teachers to deliver high quality teaching for every child, every time.
- Ensure all children are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them.
- Develop confidence in the ability of our children to communicate effectively in a wide range of contexts.
- Enable our children to regulate their social and emotional wellbeing and to develop resilience.
- Remove the barriers for our children that lead to poor attendance.

Leadership at all levels have a focus on ensuring a high-quality learning experience for all children; inclusion is at the heart of everything which we do. Having a shared understanding of our vision is a key driver for us and allows us to collaboratively provide the highest quality experiences for all. As part of the Bradgate Education Partnerships, we work collaboratively and ethically to quality assure our work with a clear goal of being ambitious for all our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of our children show that our disadvantaged children enter Reception with underdeveloped oracy including knowledge of language and vocabulary.
2	Assessments also show that limited oracy is evident through the school and impacts on children's ability to write with fluency and composition.
3	Through analysis we know that there are a high number of our children and families requiring additional support for social, emotional and mental health needs which impact on children's readiness to learn.
4	Observations and professional discussions have shown that higher numbers of Pupil Premium children have limited opportunity to read out of school and demonstrate lack of knowledge of the world which impacts on their ability to access the reading and wider curriculum.
5	Greater difficulties with phonics. This negatively impacts development as fluent readers.
6	The percentage of disadvantaged children who attendance is less that 90% is greater than for non-disadvantaged.
7	The cost of living crisis has resulted in fewer Pupil Premium children engaging in activities beyond the curriculum such as extra-curricular activities and enrichment day trips.

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
Improving the attendance across the school for disadvantaged children and therefore reducing the number of children classed as Persistently Absent.	• Attendance figures and lateness for disadvantage children shows significant improvement.
Raise the attainment of Pupil Premium Girls in Reading, Writing and Maths in Years 4, 5 and 6.	• Non-SEND, PP Girls achieve expected levels of attainment by the end of Key Stage 2.
Raise the attainment of Pupil Premium children in combined measures by the end of Year 6.	• Percentage of children attaining EXS+ in Maths increases.
Improve oracy skills in all areas of the curriculum with a focus on strong foundations.	• Non-SEND PP children attain expected in C&L when leaving Year R.

Ensure good progress for PP children with additional SEMH/SEND needs from their starting points.	• Levels of progress are at least maintained for all PP SEND/SEMH children
Raise the number of children passing phonics screening and continue to read with fluency through school. Added September 2026: Target PP girls with previously were PA children.	• All children attain a pass mark in phonics except those children who present with complex SEND needs. • Increasing number of PP children attain expected in reading by Y6.
Pupils and families are supported to engage in positive experiences provided through school or signposted to external services.	• Increasing numbers of children and families report higher levels of positive mental health and wellbeing.

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

Budgeted cost: £32,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use PP funding to cover teachers so that they can participate in the trust's GGP approach to CPD as our Fly High Together Strategy	The EEF Guide to the Pupil Premium "Quality Teaching helps every child".	1, 2, 3, 4, 5
Design and deliver effective CPD across the year for all classroom-based staff to focus on pedagogy and effective intervention where required.	The EEF Guide to the Pupil Premium "Quality Teaching helps every child".	1, 2, 3, 4, 5
Use of Ruth Miskin Phonics Development Day to focus on consistency of teaching phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds. EEF: Phonics	4 5
HLTAs to support quality first teaching ensuring access to curriculum content for all children	The EEF Guide to the Pupil Premium "Quality Teaching helps every child".	3, 4 ,5

Targeted academic support

Budgeted cost: £ 105,510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Champion to focus on fluency of identified children initially in Year 2	Phonics approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds. EEF: Phonics	4 5
LSAs and HLTAs to provide additional capacity for delivering targeted phonics lessons	Ofsted: Strong foundations in the first years of school Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.[footnote 1] While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.[footnote 2] Making sure that all children have the best start in life is one of Ofsted's strategic priorities.	2 3 4 5
LSAs to deliver 1:1 tuition and/or intervention in phonics, reading and maths fluency	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small group EEF: One to one tuition EEF: Small groups	2 3 4 5

Wider strategies

Budgeted cost: £31,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x Trained ELSAs to deliver ELSA sessions	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact alongside work on metacognition and self-regulated learning EEF: Metacognition and self-regulation and SEL	3
Inclusion and Wellbeing Mentor	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact alongside work on metacognition and self-regulated learning EEF: Metacognition and self-regulation and SEL	3 7
Support costings of educational visits and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning and will act as a hook for specific curriculum units. EEF: Pupil Premium Menu	7
Engage in Inclusive Attendance Programme for Bronze Level Award with focus on culture of belonging	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Develop a programme of speakers across the year to raise Year 5 and 6 children's understanding of aspirations and local employment opportunities	No cost involved but this forms part of the wider strategy to Fly High Together.	7

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	End of 2026 progress
Improving the attendance across the school for disadvantaged children and therefore reducing the number of children classed as Persistently Absent.	• Attendance figures and lateness for disadvantage children shows significant improvement.	For the 26/27 cohort of Pupil Premium children, PA dropped by 4.3% for this group of children from 24/25 to 25/26.
Raise the attainment of Pupil Premium Girls in Reading, Writing and Maths in Years 4, 5 and 6.	• Non-SEND, PP Girls achieve expected levels of attainment by the end of Key Stage 2.	Key Stage 2 Analysis - Writing rose by 28% from their Year 5 predictions. - 9% increase in the group attaining greater depth in Reading and Mathematics from Year 5 predictions.
Raise the attainment of Pupil Premium children in combined measures by the end of Year 6.	• Percentage of children attaining EXS+ in Maths increases.	Percentage of Year 4 and 5 children who are assessed as EXS at the end of the year 24/25 to 25/26 rose by 13%.
Improve oracy skills in all areas of the curriculum with a focus on strong foundations.	• Non-SEND PP children attain expected in C&L when leaving Year R.	100% attained expected in Listening, Attention and Understanding. 80% attained expected in speaking. 3 children did not who are either EAL and/or SEND.
Ensure good progress for PP children with additional SEMH/SEND needs from their starting points.	• Levels of progress are at least maintained for all PP SEND/SEMH children	Individual intervention for support has been evaluated. An example is Sensory circuits was assessed to be effective for 100% of PP children participated. -
Raise the number of children passing phonics screening and continue to read with fluency through school.	• All children attain a pass mark in phonics except those children who present with complex SEND needs. • Increasing number of PP children attain expected in reading by Y6.	Percentage of PP children passing phonics Year 1 screening in 2026 rose from 60% (24/25) to 90% (25/26%) as a result of intervention in place.
Pupils and families are supported to engage in positive experiences provided through school or signposted to external services.	• Increasing numbers of children and families report higher levels of positive mental health and wellbeing.	Thrive assessment will be completed during 2026/2027 as part of the 3 year plan to assess.