

# 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	350
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Samantha Harries
Pupil premium lead	Samantha Harries
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,770.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£152,770.00

# 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 (30%). 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 than 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.	<ul style="list-style-type: none"> <li>Attendance figures and lateness for disadvantage children shows significant improvement.</li> </ul>
Raise the attainment of Pupil Premium Girls in Reading, Writing and Maths in Years 4, 5 and 6.	<ul style="list-style-type: none"> <li>Non-SEND, PP Girls achieve expected levels of attainment by the end of Key Stage 2.</li> </ul>
Raise the attainment of Pupil Premium children in combined measures by the end of Year 6.	<ul style="list-style-type: none"> <li>Percentage of children attaining EXS+ in Maths increases.</li> </ul>
Improve oracy skills in all areas of the curriculum with a focus on strong foundations.	<ul style="list-style-type: none"> <li>Non-SEND PP children attain expected in C&amp;L when leaving Year R.</li> </ul>

Ensure good progress for PP children with additional SEMH/SEND needs from their starting points.	<ul style="list-style-type: none"> <li>Levels of progress are at least maintained for all PP SEND/SEMH children</li> </ul>
Raise the number of children passing phonics screening and continue to read with fluency through school.	<ul style="list-style-type: none"> <li>All children attain a pass mark in phonics except those children who present with complex SEND needs.</li> <li>Increasing number of PP children attain expected in reading by Y6.</li> </ul>
Pupils and families are supported to engage in positive experiences provided through school or signposted to external services.	<ul style="list-style-type: none"> <li>Increasing numbers of children and families report higher levels of positive mental health and wellbeing.</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

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 school's 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: £ 90,270.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Champions in Middle Phase (Years 2 and 3)	Phonics approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds. EEF: Phonics	4 5
<p>HLTAs to provide bespoke intervention</p> <p>HLTA 1- English and Maths focus for SEND</p> <p>HLTA 2- Strong Foundations focus in Early Phase</p>	<p>Ofsted: Strong foundations in the first years of school</p> <p>Research is clear that high-quality <a href="#">early education</a> establishes the foundations for later success, including academic achievement, good health and well-being.<sup><a href="#">[footnote 1]</a></sup> 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.<sup><a href="#">[footnote 2]</a></sup> Making sure that all children have the best start in life is one of Ofsted's strategic priorities.</p>	2 3 4 5
<p>LSAs to deliver 1:1 tuition and/or intervention in phonics, reading and maths fluency from November 2025</p> <p>LSA 1- phonics focus</p> <p>LSA 2- reading and maths in middle phase from November 2025</p>	<p>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</p> <p>EEF: One to one tuition</p> <p>EEF: Small groups</p>	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
Embedding principles of good attendance practice set out in the DfE's strategy.  This will involve support from the trust's attendance and wellbeing lead	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Ignite Sports Mentoring programme	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

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils using a range of measures including statutory data, teacher assessments and attendance data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level. Comparing our Key Stage 2 outcomes for 2024-2025 (22% of the cohort of which 46% were SEND), we are pleased to acknowledge that the percentage of disadvantaged children who attained expected in Reading and Writing has improved from the previous year. Outcomes were above the national average for disadvantaged; reading was 69% compared to 63% nationally and writing was 62% compared to 59% nationally. The school will continue to focus on maths outcomes for all children this year and is built into the school's development plan.

The school's 3-year mean average pass rate for Year 1 phonics is 67% for disadvantaged children which is exactly in line with the national average for disadvantaged pupils from June 2025.

The school's 3-year mean average pass rate for Good Level of Development is 67% for disadvantaged children which is in line with the national average for all pupils from June 2025.

Across school, the vast majority of children achieved expected progress across the year with some children showing accelerated progress. The focus on reading has started to have impact on outcomes for disadvantaged children across the current Years 2 to 6 cohorts with 7% more of disadvantaged children being assessed as age-related at the end of 24/25. We are confident that our strategy will continue to raise standards and outcomes.

Although there has been continued improvement, absence among disadvantaged pupils was higher than their peers in 2024/2025 and persistent absence was also higher. We recognise that whilst there have been improvements, there is still further work to be completed.

Our observations and assessments demonstrated that pupil behaviour improved last year however we are acutely aware of a need to focus on mental health and wellbeing particularly for girls.

## Further information

*The school will be supported weekly by the Bradgate Education Partnership's Attendance and Wellbeing Officer who will work with the school and families to support improving attendance.*