



# SWANNINGTON CofE PRIMARY SCHOOL

## Pupil premium strategy statement 2023-2026

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
School Name	Swannington C of E Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	17.39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hayley Ryder-Smith (Headteacher)
Pupil premium lead	Hayley Ryder-Smith (Headteacher)
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665.00

Pupil 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>	£16,665.00

# Part A: Pupil premium strategy plan

## Statement of intent

Aims: Pupil Premium attainment to be level with non-Pupil Premium attainment
Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge
Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

## Challenges

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

Challenge number	Detail of challenge
1	Variability in the effectiveness of teaching over time
2	Social and emotional issues for many pupils (particularly disadvantaged), notably a lack of enrichment opportunities.
3	Limited vocabulary to be able to access the academically rigorous curriculum
4	Low starting point in Phonics due to speech and language

## 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas.	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally.

SEMH needs are identified, teachers and LSA's recognise when to refer and use strategies to support	SEMH needs are recognised early. Swift referrals made for appropriate help. Referrals made to Wellbeing lead within school. Parents are part of the process. Staff are confident in referring and supporting in class
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## 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: £6,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	1,3,4
Provide instructional coaching for all teachers,	Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.	1,3,4

delivered by experienced	<p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p><a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	1,3,4
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	3

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

Budgeted cost: £8,399.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1,3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,099.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Supporting attendance   EEF</a>	2
Educational Visits (including residential trips) are paid or part paid for by the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers) <a href="#">Outdoor adventure learning   EEF</a>	2
Wellbeing Support	Supporting social and emotional needs <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2
School uniform is purchased each term	To support inclusion for all pupils <a href="#">School uniform   EEF</a>	2

**Total budgeted cost: £16,665**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcomes 25-26**

EYFS – 80% (PP – 0 children)

#### **KS1**

Y1 Phonics screen – 64% (PP – 33% 3 children)

Y2 Reading – 78% (PP – 0% 1 child)

Y2 Maths – 89% (PP – 100% 1 child)

Y2 Writing – 56% (PP – 0% 1 child)

RWM Combined – 56% (PP – 0% 1 child)

#### **KS2**

KS2 Reading – 82% (PP – 0 pupils)

KS2 Maths – 73% (PP – 0 pupils)

KS2 Writing 82% (PP – 0 pupils)

RWM Combined – 64% (PP – 0 pupils)

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, to ensure secure knowledge is in its infancy and will continue to be developed in all areas of the curriculum – this will also feed into support staff training as they can play a significant part in pre-teaching and over teaching.

Oracy strategies are being used to engage and inspire reluctant writers and are giving cultural capital to those children who are missing stories to use for ideas and templates. The school has an Oracy lead, and the pupils are becoming confident speakers, and their range of vocabulary is being extended.

High quality class texts were and continue to be used each half term to ensure that pupils have access to and experience of a wide range of fiction, non-fiction and poetry. The mastery approach is being used in maths allowing pupils to securely consolidate and embed key facts and methods to enable pupils to use reasoning skills and to questions and investigate mathematical principles. Key PP pupils are being targeted again for focused and bespoke interventions in Maths and writing. These sessions are during school hours to ensure take up and led by teachers. Support staff continue to offer high impact provision in class, directed by class teachers, to support pupils who need it and also running interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for pupils.

Attendance is closely monitored and our attendance for pupils in receipt of Pupil Premium Funding remains in line with the national average. We have rigorous systems and procedures in place and continually monitor this. We have a Wellbeing lead who works in school to support pupils with social and emotional needs. This has been used extensively this year with excellent outcomes for pupils. Uniform is purchased for pupils to ensure the inclusivity of all. Alongside this, all residential trips are fully or part funded and educational trips are fully or part funded.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Literacy support	Nessy
Sounds Write	Phonics Training
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*