

Pupil Premium Strategy Statement 2025-26



This statement details our school's use of pupil 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 | 453 |
| Proportion (%) of pupil premium eligible pupils | 52 children (11%) EY Pupil Premium- 2 Year 1- 8 children Year 2- 8 children Year 3- 8 children Year 4- 11 children Year 5- 8 children Year 6- 7 children |
| 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) | 3-year Plan 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Kim Brewer, Headteacher |
| Pupil premium lead | Greg McGill, Deputy Headteacher |
| Governor lead | Andrew Güntert, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £91,795 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £91,795 |

Part A: Pupil premium strategy plan

Statement of intent

At Swallowfield Primary, our intent is to ensure that all disadvantaged pupils, including those who are high attainers, make strong progress from their starting points and achieve at least age-related expectations, thereby narrowing the attainment and progress gap between disadvantaged and non-disadvantaged pupils both nationally and within our school. We are committed to ensuring that disadvantaged pupils attend well, engage positively with learning, and develop the confidence, resilience, and wellbeing needed to succeed academically and socially.

Our Pupil Premium strategy is informed by the Education Endowment Foundation's (EEF) tiered approach and is embedded within the School Development Plan, ensuring a whole-school, sustainable approach to improvement. While the strategy prioritises pupils eligible for Pupil Premium funding, we also recognise that other vulnerable pupils—such as those with social workers or young carers—may face similar barriers to learning. As such, our support is responsive to need rather than funding status alone.

The strategy focuses on four key areas:

High-Quality Teaching

High-quality teaching is the cornerstone of our approach and the most effective way to improve outcomes for disadvantaged pupils. We prioritise excellent classroom practice, particularly in areas where gaps are identified, ensuring teaching is well-sequenced, inclusive, and responsive to pupils' needs. Teachers use assessment effectively to adapt learning and provide appropriate challenge for all pupils, including disadvantaged high attainers.

Professional Development for Staff

We invest in well-planned, evidence-informed professional development to ensure staff are equipped to identify learning gaps, understand and address external barriers, and implement inclusive strategies consistently. Leaders use data and pupil-level information to guide CPD priorities and ensure that staff are supported to close gaps swiftly and effectively.

Targeted Academic Support

We use robust diagnostic assessment to identify specific gaps in learning and provide targeted, interventions through one-to-one or small-group support. This includes the use of Pupil Premium Champions, experienced HLTAs, Learning Support Assistants, and, where appropriate, external agencies. All targeted support is carefully monitored to ensure it accelerates progress and supports pupils in achieving age-related expectations.

Wider Strategies: Attendance and Wellbeing

Recognising that academic success is closely linked to wellbeing and engagement, we provide tailored wider support, including pastoral support, emotional wellbeing interventions, enrichment opportunities, and strategies to improve attendance, behaviour, and self-esteem. We employ a Pastoral Lead who works across the school to oversee this area. These approaches aim to remove barriers to learning and ensure pupils are ready and able to access high-quality teaching.

Our Pupil Premium strategy is underpinned by the following principles:

- High-quality teaching has the greatest impact on outcomes for disadvantaged pupils.
- Decisions are informed by evidence, assessment, and ongoing evaluation.
- Support is targeted, timely, and regularly reviewed for impact.
- Barriers to learning are addressed, alongside academic need.
- All staff share responsibility for the progress and success of disadvantaged pupils.

Through this approach, we aim to ensure that Pupil Premium funding is used effectively to accelerate progress, close gaps, and enable all disadvantaged pupils at Swallowfield Primary to thrive.

School Context

Main Characteristics

- Swallowfield Primary is a larger than average school with pupils aged between 2 and 11 years.
- The school extended its provision from lower school to primary school in September 2022.
- The proportion of pupils who are supported by the Pupil Premium funding is below average.
- The proportion of pupils with SEND who receive additional support is lower than the national average.
- The number of pupils who have an EHCP is below the national average.

Additional Information

- Our onsite pre-school 'BusyBees' is managed by the school.
- The teaching staff is stable and there has been a low turnover of staff over time.
- The school provides high quality provision for a range of sports.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Achieving this Objective

The range of provision SLT consider making for this group include and would not be limited to:

- Providing additional support to improve opportunities for effective teaching and accelerating progress.
- To allocate our 'Pupil Premium Champions' to provide small group work with an experienced HLTA/Cover Supervisor focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through trained Learning Support Assistants or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve age related expectations.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment evidence shows that there are gaps in attainment for children in receipt of pupil premium funding across the school in Reading, Writing and Maths. Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that increasing numbers achieve ARE in maths and English combined. In the 2024–25 academic year, only 29% of pupil premium pupils met the combined ARE benchmark, compared to 61% of all pupils. The most significant subject-specific gap was observed in writing, where 77% of all pupils achieved ARE or above, while only 29% of pupil premium pupils reached the same standard. |
| 2 | Record keeping and observations show that the social, emotional and mental health (known in school as SEMH) of children, especially those classed as pupil premium, continues to be a challenge. It is particularly notable in a lack of resilience, empathy and the ability for children to regulate their behaviour and emotions. |
| 3 | In the 2024–25 academic year, overall pupil attendance was 95.3%, while attendance among pupil premium pupils was lower at 92.6%. |
| 4 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |

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 |
|--|--|
| By the end of the three-year period, attainment gaps between pupil premium and non-pupil premium pupils in reading, writing and maths (combined) will be significantly reduced by the end of Year 6. | <ul style="list-style-type: none"> • An increased proportion of pupil premium pupils will achieve Age-Related Expectations (ARE) in reading, writing and maths by the end of Year 6, with a particular focus on the combined measure. The percentage of pupil premium pupils achieving ARE in reading, writing and maths combined will rise from 29% (2024–25) to be much closer to that of non-disadvantaged pupils. • Progress and attainment data from termly assessments on Insight and statutory outcomes will demonstrate sustained improvement. |
| By the end of the three-year period, outcomes in writing for pupil premium pupils will improve markedly, reducing the significant gap currently evident. | <ul style="list-style-type: none"> • A substantially higher proportion of pupil premium pupils will achieve ARE or above in writing, closing the gap with non-disadvantaged pupils. • Improvements will be evident in pupils' sentence structure, vocabulary use, stamina and quality of written work, as seen in work scrutiny and assessment outcomes. • Teacher assessments and moderation outcomes will confirm improved attainment and consistency across the school. |
| By the end of the three-year period, pupil premium pupils will demonstrate improved social, emotional and mental health , enabling them to engage more positively with learning. | <ul style="list-style-type: none"> • Through Pupil Voice and monitoring procedures all pupils identified have reported positive mental health and wellbeing. • Pupils will show increased resilience, emotional regulation and empathy, as evidenced through behaviour logs and observations. • Pupils will report feeling more confident, supported and ready to learn. |
| To achieve and sustain improved attendance for all children, with a particular focus on those in receipt of Pupil Premium, ensuring equitable access to learning and reducing absence-related barriers. | <ul style="list-style-type: none"> • Attendance for pupil premium pupils will improve and move closer to whole-school attendance figures, with persistent absence reduced. |

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|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> 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. |
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,224

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Restructuring of the inclusion team (SEND/Pastoral) in the newly created 'The Nest' provision. CPD and time given for SENDCo, Pastoral leader, SEND Assistant and teachers to monitor teaching and learning of the disadvantaged pupils. | "The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils." EEF, Moving forwards, making a difference A planning guide for schools 2022–23 | 2,3 |
| Whole School CPD in writing and quality first teaching. Particular focus on adaptive teaching. We will fund teacher release time to embed key elements of guidance in school and to access Herts for Learning CPD. | For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Individualised instruction EEF (educationendowmentfoundation.org.uk) | 3 |
| Whole school CPD on using 'Insight' whereby to track and monitor specific groups for progress/outcomes. This is managed by our teachers and Pupil Premium Champions. | EEF (educationendowmentfoundation.org.uk) Selecting high quality, structured interventions complements high quality teaching. This system will allow us to track and monitor interventions. | 3 |
| Dedicated support from three Learning Support | The average impact of the deployment of Learning Support Assistants is about | 1 |

| | | |
|---|---|---|
| Assistants as Pupil Premium Champions. They deliver whole class teaching and interventions. | an additional 4 months of progress over a year (EEF 2020) | |
| Ensure the effectiveness of our Phonics programme of Read, Write Inc through training and the use high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged. | 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: Phonics Teaching and Learning Toolkit EEF | 2 |
| Purchase of a programme (Lift off to Language) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF | 1 |

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

Budgeted cost: £ 15,922

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD Training for identified support staff to deliver specific intervention programmes (Hamish and Milo, RWI, Amazing Me, Lift off to Language, Life Skills) | Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1,2 |

| | | |
|---|------------------------------------|-------------|
| Small group activities to allow focussed teaching | See EEF: Small group tuition EEF | 2, 3, and 4 |
|---|------------------------------------|-------------|

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

Budgeted cost: £28,649

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff update training on our behaviour policy with the aim of developing our school ethos and improving behaviour across school. | This universal approach can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF | 4 |
| Funding for dedicated nurture support for vulnerable pupils | EEF Toolkit shows +3 months for behaviour interventions and supports pupil's emotional development and self-esteem leading to increased confidence and attainment in the classroom. | 2, 3 |
| Disadvantaged children to access all trips offered to children so experience the curriculum that includes enrichment. This enrichment also includes part funding of musical lessons to enhance the cultural capital for eligible pupils. | Evidence suggests that talking to PP children that they don't have as many opportunities outside of school as non-PP children. | 1, 2, 3 |
| Training and release time for staff to develop and implement new procedures around attendance. Allocated time for the attendance administrator to monitor, support, and report on attendance. | Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . DfE Guidance | 5 |

Total budgeted cost: £91,795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using End of Year 6 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 and regional level. Data from tests and assessments suggest that, despite some strong individual performances there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Impact is measured through a range of qualitative and quantitative indicators. Learning walks, alongside internal and external scrutiny, demonstrate strong provision and effective practice for Disadvantaged and SEND pupils. Emotional assessments indicate positive developments in pupil wellbeing, while enrichment opportunities are increasingly accessed by Pupil Premium pupils. Attendance data also reveals a narrowing of the gap between disadvantaged and non-disadvantaged cohorts.

When monitoring (book looks, learning walks etc.) disadvantaged children always account for a minimum of 1/5 of children selected.

We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required through our Pupil Premium Champions. We are building on that approach with the activities detailed in this plan.

As per our Ofsted Inspection Report in July 2025,

- "Staff have been trained in how to teach phonics well. Those pupils who fall behind with reading, including older pupils and some pupils with special educational needs and/or disabilities (SEND), receive targeted support to catch up."
- "In response to past curriculum weaknesses, the school has put in place new approaches to improve the standard of pupils' writing. This is showing a positive impact on the quality of writing that pupils produce."
- "The school places a high priority on attendance. Leaders analyse patterns of attendance carefully and provide the necessary support and challenge to families to improve pupils' attendance."
- "Personal development is promoted particularly well. Pupils benefit from a rich range of wider activities. These include learning in a woodland area, residential trips and community projects, such as reading to care home residents and planting flowers at the local train station."

Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

Service pupil premium funding (optional)

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