

Swarland Primary School Pupil Premium Strategy Statement 2024 to 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swarland Primary School
Number of pupils in school	76 -2025 67- 2026
Proportion (%) of pupil premium eligible pupils	1.3% FSM PP 2024 5.97% FSM PP 2026 1.3% PP+ 2024 2.9% PP + 2026 0% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 Currently 2026 to 2027
Date this statement was published	September 2024
Date on which it will be reviewed	1 st review July 2025 2 nd Review July 2026 Final Review July 2027
Statement authorised by	L.Fletcher
Pupil premium lead	L.Fletcher
Governor / Trustee lead	C.Letts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2630 (FSM) £630 (PP+) £0 (Service)
Recovery premium funding allocation this academic year	£0

Pupil 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	£3260 Not applicable

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- ***What are your ultimate objectives for your disadvantaged pupils?***

We want all of our disadvantaged pupils to reach their full potential accessing an inclusive and engaging curriculum which meets their needs.

Our aim is to support disadvantaged pupils to overcome their barriers to learning so they can fully access the curriculum, narrow the gap in their attainment and make good progress from their starting point, irrespective of their background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal.

Alongside their academic objectives, we aim to support the children's mental health, well-being and low self-esteem so they can feel confident in their abilities and access a wide set of strategies to support their mental health and well-being. We aim to support children's attendance so they can maximise learning opportunities at school.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

High-quality teaching is the priority, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our current strategy uses additional teachers and teaching assistants who are employed to provide additional feedback to the disadvantaged children as part of their daily practice or support them through academic work, emotional literacy support, mental health and interventions. This has been shown by the EEF to have a high impact for very low cost, based on moderate evidence, with potential for 8 months gain. The employment of additional staff also allows these children to access bespoke interventions designed to meet their needs.

Our attendance lead and mental health lead employ a whole school approach to ensure all children including disadvantaged receive mental health support to promote positive well-being and good attendance with targeted individuals receiving additional provision to ensure they can be the best that they can be.

What are the key principles of your strategy plan?

We aim to enhance the professional development of all staff, benefitting all pupils in their knowledge and understanding of mental health approaches looking for early signs of poor mental health and strategies that can be used to support when this occurs. Train staff in emotional coaching strategies to support disadvantaged and vulnerable groups of children. Train designated staff in reasons for barriers to attending school including emotional based school

avoidance. Work in partnership with other schools and agencies to share good practice and signpost support pathways. This should ensure that appropriate strategies are in place across the school to support those children who need it most, removing barriers to learning and providing a safe, supportive environment in which children can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Observations, multi agency work and parental meetings indicate some of our vulnerable children have experienced early childhood trauma or significant mental health issues. This has led to poor attendance and social, emotional mental health challenges and barriers to learning.
2	Our assessments and observations indicate that the education and well-being of many of our vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils (Year 4-6). These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and literacy.
3	Assessments inc Rec baseline, 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	. Sustained high attendance by 2026/7 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. the percentage of all pupils who are persistently absent being below 4% and

	the figure among disadvantaged pupils being no more than 4% lower than their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • attendance levels which are in line or above national averages
To provide trauma informed practice across school to support our most vulnerable.	Attendance of vulnerable is above average or in line with peers. Children and parents respond they feel supported by school practice. Children engage with learning as SEMH needs are met and making good progress from starting point.
Improved oral language skills and vocabulary among disadvantaged pupils (focus Reception chn.)	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.

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: £2260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE guidance and analysis of View My Data – attendance.	1
Additional maths, literacy, spoken language sessions targeted at disadvantaged pupils who require further academic support This will be delivered in small groups or one to one.	Targeted 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 Read Write Inc Phonics, NELI- Early Language Intervention	2 & 3
CPD for staff in emotional coaching, ELSA.	There is extensive evidence that mental health, well being and emotional skills are linked with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Embed good practice suggested by DFE, Be You Team Mental Health Team and St Thomas' Lightbulb programme.	1

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support self-esteem and mental health and well-being through ELSA support and intervention. Training for staff	Social and emotional learning can have moderate impact for moderate cost of approx. +4 months gain.	1 2 3
SLT attendance at pupil premium network meetings and attendance network meetings to share good practice and training	EEF evidence stated CPD can have a significant impact on children's outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Total budgeted cost: £ 3260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. (Second year of 3 year plan).

Well being interventions for our most vulnerable were employed including Emotional Coaching, Play Therapy, Social Stories. Staff CPD in trauma informed practice, attachment theory and emotional coaching took place for all teaching staff. As a result children were supported effectively evidenced through pupil voice and parent voice.

Attendance across the school was targeted in 2025 to 2026 including those of the most vulnerable. Our attendance figures dropped for this vulnerable group in this year due to three additional pupils who joined us from other schools mid year. (FSM attendance data has been suppressed due to small cohorts but is available on request. Strategies employed were effective and attendance increased from 95.7% in 2023/24 to 96.5% in 2024/25 and 96.2% in 2025/2026. Persistent absentees increased from 1.2% in 2024/2025 to 4.8% 2025/2026 (contextually new families joining school mid year).

Targeted interventions were in place for vulnerable groups to address academic gaps. The NELI programme was successful in developing language skills and demonstrated impact of an average 4 standardised points over one year. All FSM children made good progress from their starting point across the curriculum, with almost all FSM children achieving age related expectations in reading, writing and maths who had been with us for the full academic year.

Spelling was identified as a key barrier for some of our pupils. All teaching staff received CPD training in spelling to use with all pupils. The use of these spelling strategies improved average spelling ages of 9.7 months in 2025 to 2026.

Vulnerable groups were supported with highly effective transitions to middle or high school (or next class), so that children would reach their full potential from the offset in their new setting. Children new to the school were supported to settle into school routines using effective emotional coaching techniques.

100% of FSM children took part in at least one extra-curricular activity over the year.

100% of FSM children participated in multiple school trips subsidised by pupil premium.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Funding places on residentials and trips for children to enhance their cultural capital.
- offering a wide range of high-quality extracurricular activities to boost wellbeing.
- Working collaboratively with AIn Alliance to provide additional enrichment opportunities and support belonging, collaboration, well being and transition.

Planning, implementation, and evaluation

We have put a robust evaluation framework in place for the duration of our plan and will adjust our plan over time to secure better outcomes for pupils.