

# Swalecliffe Community Primary School Pupil premium strategy statement

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                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|
| Number of pupils in school                                                                                      | 485                   |
| Proportion (%) of pupil premium eligible pupils                                                                 | 17%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023-2026             |
| Date this statement was published                                                                               | December 2025         |
| Date on which it will be reviewed                                                                               | December 2026         |
| Statement authorised by                                                                                         | Executive Headteacher |
| Pupil premium lead                                                                                              | DHT                   |
| Governor                                                                                                        | Ben Macphee           |

## Funding overview

| Detail                                                    | Amount          |
|-----------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year       | £125,285        |
| Pupil premium funding carried forward from previous years | £ 0             |
| <b>Total budget for this academic year</b>                | <b>£125,285</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

We are determined to ensure that teaching and learning opportunities meet the needs of all pupils, and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Equally, we also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We are therefore determined to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

All Pupil premium funding will be allocated following a needs analysis which will identify priorities. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

We take account of the findings of the EEF in making sure that the strategies chosen are based on evidence from available national research into their effectiveness.

Ultimately, we want our disadvantaged children to catch up with and then progress at the same rate or faster than our non-disadvantaged children.

All our current activities are designed to address the challenges that prevent our disadvantaged children from doing this. We recognise that this will take time and persistence, a constant review of what works and what doesn't, and the need to be flexible and react to changing circumstances for individual children or in the light of more general changes in circumstances for all children which occur.

## Challenges

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

These do not apply to every pupil premium child and equally in many instances apply to many other children.

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | A large number of eligible children have SEND needs which we address as we do our other SEND children, but the range of these different needs are the main barriers for these children's educational achievement.                                                                                                |
| 2                | For KS2 children, there are some specific areas of difficulty with aspects of learning in English and Maths, which need addressing alongside their normal lessons, so that they can succeed in class and progress more swiftly.                                                                                  |
| 3                | Across the school, eligible children have a wide range of other learning needs and specific areas of difficulty, which are the significant barrier to their learning. We need to address these so that they can succeed in class and progress more swiftly. These needs include SEND needs, but not exclusively. |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Amongst the eligible children are vulnerable children who find coping with life inside or outside of school difficult. These issues and worries affect their ability to concentrate on and progress in their learning. They need sessions which give them both reassurance and strategies to help them cope and continuing pastoral care to enable them to flourish. This has significantly increased since the pandemic. |
| 5 | A further barrier can be that the home life of eligible children is less advantaged and this can prevent educational achievement.                                                                                                                                                                                                                                                                                         |
| 6 | Some eligible children have playtime issues, including disputes or lack of appropriate social skills, which can be a barrier, if these prevent concentration in subsequent lessons.                                                                                                                                                                                                                                       |
| 7 | Some eligible children cannot access or afford out of school activities, creating a disparity with peers, and a reduced self-esteem. This can lead to a lack of self-belief or limit progress.                                                                                                                                                                                                                            |
| 8 | Some eligible children find National testing arrangements less accessible, and the greater level of challenge and/or their lack of resilience, inhibited their performance.                                                                                                                                                                                                                                               |
| 9 | An increasing number of all children, but particularly eligible children entering school with weaker speech and language skills.                                                                                                                                                                                                                                                                                          |

## 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                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Despite the increased complexity of home life created by the pandemic, that we can support all our children to be able to concentrate on their learning and succeed in school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supported children continue regular attendance, continue to make progress in class, and keep up with their peers. |
| How we will measure this and ensure that money is well spent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                   |
| <ul style="list-style-type: none"> <li>• We track pupil premium children in each year group to ensure that an increasing number of children are reaching the expected standard in Maths and English.</li> <li>• We also track pupil premium children who do not have any SEND needs as a separate group, so that there is clarity on what is making an impact or causing a barrier.</li> <li>• We review the effectiveness of all interventions and drop any which are ineffective.</li> <li>• We follow individual eligible children more closely to see the impact on individuals.</li> <li>• All pastoral work is recorded so that progress can be demonstrated.</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.

As a result of the success of the programmes undertaken in previous years and to cater for the needs of the children currently on roll, the School Leadership Team and governors have targeted the grant to the activities in the chart below.

There are also a number of additional measures, also listed here that the school has put in place which have a positive impact on all children, which do not require additional funding, but research shows have a particularly significant impact on Pupil Premium children.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,500

| Activity                                                                                                                                                                                                                                                        | Evidence that supports this approach                | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------|
| Comprehensive screening of speech and language using the Speech Link and Language Link programmes. These facilitate early identification of hidden language difficulties and allow support to be built in from an early stage.<br><br><i>£500 for programme</i> | Early Intervention                                  | 1, 3 and 9                    |
| Children are also ranked on percentiles for language acquisition and use, allowing for age, which highlights any children (including eligible children) who arrive at school with any barriers in this area.                                                    | As above...                                         | 1, 3 and 9                    |
| Reading comprehension strategies taught within book talk sessions.                                                                                                                                                                                              | <i>(Reading Comprehension Strategies +5 months)</i> | 2,3 and 5                     |
| Small classes and single year group classes kept deliberately to ensure the most effective provision for all children, especially PP. So, additional class and the cost of employing the additional teacher.                                                    |                                                     |                               |

|                                                                                                                                                                                |                                            |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------|
| £40,000                                                                                                                                                                        |                                            |            |
| Supporting children with phonics and times tables (current school focus for improvement) by purchasing TT Rock Stars and Twinkle Phonics Scheme.<br>£3,000                     | <i>Early intervention</i>                  | 1, 3 and 9 |
| The school learning policy focuses on 4 key skills including Collaboration Resilience (identified as a barrier above for some eligible children), Independence and Reflection. | <i>(Collaborative learning +5 months),</i> | 4 and 8    |
| The quality of in the moment marking and verbal feedback, with eligible children a particular focus of this.                                                                   | <i>(Feedback +8months)</i>                 | 2,3 and 4  |

## Targeted academic support

Budgeted cost: £30,000

| <b>Activity</b>                                                                                                                                                                | <b>Evidence that supports this approach</b>         | <b>Challenge number(s) addressed</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------|
| Regular (daily) reading for children who particularly need it (including eligible children) with teaching assistants or volunteer adults.<br>£8,000 (TA time/DBS and training) | <i>(Reading Comprehension Strategies +5 months)</i> | 1,2,3 and 5                          |
| Pay the salaries of additional Teaching Assistants for specific focus and intervention groups<br>£22,000                                                                       | <i>(Individualised instruction +2 months)</i>       | 1,2,3 and 4                          |

## Wider strategies

Budgeted cost: £51,785

| <b>Activity</b>                                                                                                                                                        | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------|
| To help fund a 0.2 Family Learning Teacher to run:<br>1) Drop-in sessions to help parents in less advantaged situations or to support families with attendance issues. | <i>(Parental involvement +3 months)</i>     | 3,4, and 5                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                  |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------|
| <p>2) Parental workshops on phonics, writing, maths, parenting and resilience designed to give parents a knowledge base and to provide resources to support the children's learning at home.</p> <p>3) Therapeutic and counselling sessions where needed, in a bespoke room in school. Also to run additional pastoral support provided by trained ELSAs as required by vulnerable children.</p> <p><i>£15,000</i></p> |                                                  |             |
| <p>Run a nurture programme with a focus on children who struggle with whole class setting in the afternoon providing an alternative curriculum and a 6 week programme to help them be more successful in class.</p> <p>Boxall profile purchased to help identify children to take part.</p> <p><i>£25,085</i></p>                                                                                                      | <i>(Behaviour Interventions +4 months)</i>       |             |
| <p>Run lunchtime clubs and activities with a focus on positive play priority given to those who need this.</p> <p><i>£8,200</i></p>                                                                                                                                                                                                                                                                                    | <i>(Behaviour Interventions +4 months)</i>       | 6           |
| <p>Fund resources to support the interventions identified above.</p> <p><i>£1000</i></p>                                                                                                                                                                                                                                                                                                                               | <i>(Behaviour Interventions +4 months)</i>       | 3,4,5 and 6 |
| <p>Provide funding to enable Pupil Premium (PP) children to access wider opportunities by making them affordable, including music tuition and sports clubs.</p> <p><i>£2500</i></p>                                                                                                                                                                                                                                    | <i>(Arts and Sports participation +4 months)</i> | 7           |
| <p>Additional resilience and teamwork training (including Forest School) to help children be more successful learners and to cope with the greater demands of the new national testing arrangements.</p>                                                                                                                                                                                                               |                                                  | 4,7 and 8   |
| <p>Access to additional counselling for particular eligible children, and others, affected by the most traumatic events of the pandemic.</p>                                                                                                                                                                                                                                                                           |                                                  | 4 and 5     |

**Total budgeted cost: £125,285**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 and 2024/25 academic year.

| <b>KS 2 SATS<br/>2024 and<br/>2025</b> | <b>Reading</b> | <b>Writing</b> | <b>Maths</b> | <b>GPS</b> | <b>RWM<br/>Combined</b> |
|----------------------------------------|----------------|----------------|--------------|------------|-------------------------|
| <b>ALL 2024</b>                        | 79             | 81             | 65           | 73         | 60                      |
| <b>PP 2024</b>                         | 72             | 67             | 56           | 60         | 50                      |
| <b>Difference</b>                      | -7             | -14            | -9           | -13        | -10                     |
| <b>ALL 2025</b>                        | 74             | 86             | 58           | 60         | 52                      |
| <b>PP 2025</b>                         | 53             | 74             | 37           | 53         | 26                      |
| <b>Difference</b>                      | -19            | -12            | -19          | -7         | -26                     |
| <b>Gap</b>                             | Widened        | Closed         | Widened      | Closed     | Widened                 |

The background to the above table is that the data in 2024 showed that the gap had been closing compared to previous years so that it was within 15% in all subjects and combined. We had focused on Reading and Maths in particular with PP children and the gap in these subjects is smaller than in Writing and GPS. This shows that our strategies were having a positive effect.

In 2024-25 we therefore focused more on closing the gap in Writing and GPS with some success as the gap has closed, however, the gap has widened in reading maths and overall, therefore the focus is back on Maths and Reading in the current year, as can be seen from the academic interventions. It should be noted that more of the 19 PP children in the last cohort in Year 6 were also on the SEN register than in the previous year.

There will always be more work to do and each cohort of children will need different support and intervention of course.

## 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*

| <b>Programme</b>              | <b>Provider</b> |
|-------------------------------|-----------------|
| Speech and Language Programme | Speech Link     |
| Phonics Programme             | Twinkle         |