

Pupil premium strategy statement 2024-2027

Revised November 2025

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	Swinford CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	5 pupils 5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 Interim review 2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lyndsey Beckett
Pupil premium lead	Rachel Chamberlain
Governor / Trustee lead	Seona Farrelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8690
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	£8690

Part A: Pupil premium strategy plan

Statement of intent

The aim at Swinford is to ensure that all pupils develop as confident learners who are inspired, and fulfil their potential, as well as providing a positive contribution to their community and the wider society.

To ensure our Pupil Premium funding is spent in the most effective ways we aim to:

- Analyse the evidence from a range of sources about Pupil Premium including; children's attendance, assessment data, pupil voice, and observations in school to identify the strengths and weaknesses and barriers to learning.
- Following on from that, to consider evidence from EEF toolkits and other organisations to address the barriers.
- Ensure that quality first teaching enables all children to access the learning and make progress.

From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference. To improve outcomes for our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Have high expectations for all pupils and especially for pupil premium strategy.
- Use research evidence, including The Sutton Trust and Education Endowment Foundation (EEF) Toolkits to inform spending decisions.
- Ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- Have a designated Pupil Premium Champion (Headteacher) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate greater difficulties with writing among all disadvantaged pupils. All five pupils are working below expected attainment in at least some core areas. 3 out of 5 pupils are working below in writing and 2/5 are working below in reading.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have difficulties with Maths. Currently 80% are working towards

	at Maths and find it hard to retain Maths information which is evidenced in weekly recall tests, termly headstart and TTRS heatmaps.
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. 20% of disadvantaged pupils (1 out of 5) have been 'persistently absent' compared to 8 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations and discussions with pupils indicate that they have lower self-esteem 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
1. Improve pupil writing attainment through coaching sessions, and peer mentoring.	Writing outcomes for all PP children are in line or better than their peers. Less than 100% are WTS in writing. Children state they enjoy writing and can express positively what they can do to improve their writing. Improve reading outcome for all PP children so they are in line or better than their peers.
2.Improve outcomes in Maths including for recall of facts and fluency.	Maths outcomes for all PP children are in line or better than their peers. Less than 100% are WTS in Maths Outcomes for Y4 pupils MTC are in line with National. Outcomes for pupils show improvements to recall of maths facts through headstart arithmetic tests, weekly big maths and TTRS heatmaps.
3.Improve attendance for all PP children to be in line or better than their peers.	Attendance improves to above 96%, closing the gap on attendance to their peers. Children say they enjoy school and feel part of the school community.
4. Improve self-esteem and self confidence in all PP children through planned teaching of Social, emotional and mental health learning.	PP children are confident to take part in all aspects of school life. Teachers and pupils report on improved confidence and self- belief. Pupils can confidently talk about their emotions and how they have built their resilience.

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: £4,690.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for 5 stages of writing followed by peer coaching sessions. Support pupils	EEF-KS2-lit-2nd-Recommendations-poster.pdf action 4. https://www.gov.uk/government/publications/the-writing-framework Peer coaching is highly effective in developing teaching and learning. StepLab used as a tool to develop teaching and learning. Also links to talking to the pupils more explicitly about their learning so they understand how they learn. Metacognition and self-regulation EEF	1
Embed the use of manipulatives in Maths lessons.	EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf action 2 Improving Mathematics in the Early Years and Key Stage 1 EEF Through using manipulatives in Maths lessons, learning will be deepened, and confidence and understanding will grow.	2
Staff CPD sessions about identifying and addressing misconceptions in Maths lessons.	Improving Mathematics in Key Stages 2 and 3 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF StepLab coaching support for staff	2
Embed the recall of Maths fluency facts including times tables through a regular programme of teaching and practice	MTC action plan- sequences of learning for times tables across the week.	2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Could include Number stacks intervention.	Small group tuition EEF Using Number Stacks to identify gaps in learning and build confidence and fluency in Maths through targeted intervention.	2

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

Budgeted cost: £1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build confidence and resilience by ensuring they access all trips and have all school uniform and resources they need.	Every member of our community is regarded as of equal worth, and importance and we are committed to providing an environment that enables full curriculum access for every child. We are committed to the philosophy that education goes beyond the reaches of the classroom and that young people can learn a great deal by taking part in educational visits and activities away from school and home.	4
Continue to train staff in zones of regulation, emotion coaching which will help enhance pupil outcomes and delivers greater emotional and physical wellbeing for all stakeholders.	Improving Social and Emotional Learning in Primary Schools EEF	4
Contingency fund for acute issues	Respond quickly to needs that are not yet identified.	

Total budgeted cost: £8,690

