



# Pupil Premium Strategy Statement

September 2025-  
July 2028

\*\* There is an overlap of dates between this strategy (25-28) and our previous (23-26). We felt our previous strategy had become outdated and therefore this one supersedes.

# 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  | 2025   | 2026          | 2027          |
|---|--|---------------|---------------|
| School name   | Swallownest Primary School   |               |               |
| Number of pupils in school  | 201  |               |               |
| Proportion (%) of pupil premium eligible pupils   | 24.4% (49)   |               |               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years<br>Strategy aims and activities outlines below are for 2025-26 but reviewed annually in line with three-year overview intended outcomes. |               |               |
| Date this statement was published   | December 2025  |               |               |
| Date on which it will be reviewed   | December 2026  | December 2027 | December 2028 |
| Statement authorised by   | Swallownest Primary School (DSAT)  |               |               |
| Pupil premium lead  | Mr L McHale (ExHT), Mat Webb Head of School  |               |               |
| Governor / Trustee lead   | Carl Maw, CoG  |               |               |

## Funding overview

| Detail  | September 25 | September 26 | September 27 |
|---|--------------|--------------|--------------|
| Pupil premium funding allocation academic year  | £74,235      |              |              |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £74,235      |              |              |

# Part A: Pupil premium strategy plan

## Statement of intent 2025-28

At Swallownest Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted
- All pupils feel loved
- All pupils achieve
- All pupils feel welcome
- All pupils access quality first teaching.
- All staff know and understand the individual needs of the pupils

Reading is continuously prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. We recently shifted from Bug Club accredited scheme to Read Write Inc to support children in the development of early writing. Although phonics outcomes remain strong we feel the new scheme will develop our early writers at pace.

Oracy skills are fundamental in the progress of pupils and, at SWP and across the Trust, we ensure that pupils are given the opportunities to practise speaking and listening e.g. Tiny Talkers, NELI (**DFE accredited**), Smart School Council and our Botheredness Champion. We encourage the use of drama and performances; pupils develop their confidence and ability to speak aloud.

Using formative and informative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of our Vulnerabilities Tracker and Pupil passports, all pupil premium pupils' needs are prominent in their learning journey (**Inclusion, see DFE definition under new Ofsted Framework and EEF**). Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

### **We know that we will be successful when:**

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

## Challenges

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

| Challenge number                                   | Detail of challenge   |
|--|---|
| 1<br>Attendance                                    | <p>Historical data shows attendance for PP is an on- going issue complicated further by COVID and isolation periods.</p> <p><b>EEF research also supports this:</b><br/> <b><i>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.</i></b></p> <p>Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding.</p>   |
| 2<br>SEN need include language barriers.           | <p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual interventions.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>  |
| 3<br>Oracy, Phonics and Early Reading into writing | <p>Lockdowns were particularly challenging for younger pupils who were unable to attend wider development activities. Oracy, Early reading and phonic skills were impacted more than other curriculum areas. Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.</p> <p><b>EEF: Closing the disadvantaged gap</b><br/>         There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><b>Lower-layer Super Output Area (LSOA) in Rotherham: <i>Rotherham 030B is more deprived than most neighbourhoods in England. Fewer than 1% of neighbourhoods in England are more deprived (ranked 243 out of 33,755 neighbourhoods).</i></b></p> |
| 4<br>Fundamental foundations                       | <p>The lockdowns and periods of self-isolation impacted on the fundamental foundations. Writing at length has become an increasing challenge for all but has particularly impacted PP children. A decline in parental engagement has meant that all children, especially children eligible for PP funding, miss out on chances to further practise these skills at home.</p>  |

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| 5<br>Mental Health<br>needs | As a long-term impact of lockdowns, many children enter school requiring additional support to help with their mental health and how to deal with increased levels of anxiety. Those pupil premium pupils with SEN require additional support to deal with the trauma of these periods of lockdown. |
|-----------------------------|---|

## 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  |
|---|---|
| Pupil Premium Children's attendance is improving over time and inline or above with their peers.  | <ul style="list-style-type: none"> <li>- DfE Attendance toolkit and IDSR references improvements over time.</li> <li>- DfE Attendance toolkit, school uses toolkit, identified targets are met or gaps are closed</li> <li>- Eg. The attendance of your pupils eligible for free school meals was <b>91.8%</b>, which is lower than at least a quarter of similar schools. If you increased attendance for pupils eligible for free school meals to <b>94.5%</b>, then your overall attendance would increase by <b>0.7</b> percentage points and your overall persistent absence percentage would drop by <b>1.7</b> percentage points.</li> </ul> |
| Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths continues to improve and are maintained. | <ul style="list-style-type: none"> <li>- Pupil Premium pupils make good progress</li> <li>- A greater percentage of pupil premium pupils achieve ARE by the end of KS2 over time</li> <li>- Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally</li> <li>- Pupil Premium pupils in year 1 achieve well in their phonics screening</li> <li>- PPM targets are SMART and termly reviewed and reported to parents (PCs)</li> </ul>  |
| Pupil Premium pupils access good quality first teaching at all times and in all subjects  | <ul style="list-style-type: none"> <li>- Teaching remains at least good in all year groups. Teaching is based on current research <b>EEF and DSAT Teach Simply Model</b></li> <li>- Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up and keep up</li> <li>- All Pupil Premium Pupils meet their targets.</li> </ul>  |
| Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.   | <ul style="list-style-type: none"> <li>- Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. Tiny Talkers/NELL: Identified children make the EEF + 6 months accelerated progress.</li> <li>- <b>EEF: On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</b></li> <li>- Staff are trained to develop pupils' language acquisition.</li> </ul>  |

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|---|---|
|   | <ul style="list-style-type: none"> <li>- Curriculum documentation identifies for curriculum language to be explicitly taught.</li> </ul>  |
| An increased number of Pupil Premium pupils achieve well in literacy                                | <ul style="list-style-type: none"> <li>- Staff are highly skilled to develop the teaching of English- Pathways</li> <li>- Any pupils falling behind are given support to catch up, catch up/keep up</li> <li>- The percentage of Pupil Premium pupils passing phonics increases</li> <li>- Pupils in KS2 apply their SPAG knowledge Gateways Keys to writing at length (book analysis evidence, fundamental Foundations)</li> </ul>   |
| Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults. | <ul style="list-style-type: none"> <li>- De-escalation training for ALL staff, Team Teach specific for identified members</li> <li>- Unconditional positive regard</li> <li>- Support staff to support pupils to regulate their emotions</li> <li>- Training for all staff on how to recognise pupils' barriers and ensure that they are fully supported (SEN, behaviour attendance)</li> <li>- Pupils have the vocabulary to describe their emotions</li> <li>- Develop whole school approach to support children, sensory circuits, The Nest, morning nurture</li> <li>- Engage with services including <i>With Me In Mind</i> to signpost children and families to appropriate support</li> <li>- Implement DSAT's <a href="#">Vulnerable Pupil Charter</a> across school</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.

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

Budgeted cost: £20,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the</i> | Internal data and monitoring outcomes. | 1-4                           |

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|---|---|-----|
| <p><i>long-term memory: <b>pupils to know and remember more.</b></i></p> <p>Staff training linked to the <b>DSAT Teach Simply Model</b> with a focus on generative learning, working memory and retrieval practice and schema building. (DSAT Conference, £1000)</p> <p>Staff training from LA offer, networking, Rotherham School Improvement Service (RoSiS).</p>   | <p>Research linked to: publications (Rosenshine, Generative Learning, EEF)</p> <p>Attendance registers, DFE toolkits, CPD etc</p>   |     |
| <p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through RWI Consultants to further develop staff confidence and expertise in phonics. (£4,000)</p> <p>Improve the teaching delivery of English:</p> <ol style="list-style-type: none"> <li>1. To improve the delivery of English through SOW- Pathways, including progression of SPAG (£2000)</li> <li>2. Pathways to Spell programme to improve the Spelling, retention and application in KS1 and KS2. (£1,920)</li> </ol> | <p><b>EEF</b> research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.</p> | 2-4 |
| <p><i>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils (YARK, NTS, SmartGrade).</p> <p>Assessments tool linked to the interventions to provide quality interventions matched to individual needs of Pupil Premium pupils (MoR) RWI diagnostic checks</p>   | <p>Catch up and keep up.</p> <p>Shine- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>School investment in the YARK/INSIGHT as it is a quality resource which standardises scores and provides detailed analysis to support pupils' progress, (reading).</p>  | 1-4 |



|  |   |   |
|--|---|---|
|  | <b>RWI annual subscription</b> , full benefits of an accredited SSP. (DSAT wide support)  |   |
| <p><i>High quality support provided for Pupil Premium pupils who needs surrounding mental health and trauma.</i></p> <p>Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives. <b>Mental Health First Aider (£260)</b>, Smart School Council.</p> <p>All staff support those pupils to work through their emotions.</p> <p>A strong timetable of support is identified for all.</p> | <p>Unconditional positive regard.</p> <p>ELSA trained staff have full access to the research and resources which support the course. Designated Mental Health First Aiders, Decompression areas.</p> <p>Evaluation Report</p> | 5 |

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

Budgeted cost: £ 60,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Phonics and Early Reading Support</i></p> <ul style="list-style-type: none"> <li>- Work with RWI to further develop staff expertise at delivering phonics confidently.</li> <li>- English lead in school to attend training sessions/ work with identified partner school. (RWI Consultants, DSAT Phonics Lead, CEO)</li> <li>- Purchase further RWI, resources including more phonetically decodable books.</li> <li>- RWI- resourced programme (£20,000)</li> </ul> | <p>DfE Research into validated phonics programmes</p> <p>RWI Development Day reports and findings</p> | 3,4                           |

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|---|--|-----|
|   |  |     |
| <p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> <li>- Implementation of TT/NELI programme to support language development in FS1/FS2 AM (£2000)</li> <li>- Disadvantaged pupils targeted through the support of specialist NHS Speech and Language (£1000)</li> </ul>   | <p><b>EEF Toolkit:</b> Oral Language Interventions</p>   | 2,3 |
| <p><i>Targeted interventions:</i></p> <ul style="list-style-type: none"> <li>- Small group and one to one support to address any gaps in attainment. (£15 p/h)</li> <li>- Booster groups of all Pupil Premium pupils (£15 p/h)</li> <li>- Additional 1:1 tutoring intervention (£15 p/h)</li> <li>- Additional 1:1 reading for all Pupil Premium pupils (£15 p/h)</li> <li>- Over staffing to support interventions above (2 x additional members of staff EYFS)</li> </ul> | <p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. (Keep Up/Catch up)</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> | 1,2 |

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

Budgeted cost: £5,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Fund contributions to visits for FSM pupils including residential £1,000</i></p> | <p>Positive impact for pupils who attend residential visits.</p> <p>The funding enables equality of opportunities.</p> <p>Raises pupils' aspirations and life chances.</p> <p>Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.</p> | 3,4,5                         |
| <p><i>Fund scholarships for FSM pupils to access</i></p>                               | <p>Positive impact for pupils who have access to musical lessons.</p>   | 3,4,5                         |

|   |   |       |
|---|---|-------|
| <i>music/instrumental lessons</i><br>£200   | Pupils able to access orchestra and potential scholarship to secondary education.<br>Raises pupils' aspirations and life chances. |       |
| <i>Fund contributions to visits for out of hours provisions B/C ASC</i><br>£2,600 | Positive impact for pupils who have access to out of hours provision to aid removal of barriers (attendance/Pre learning ETC).    | 1,3,5 |

**Total budgeted cost: £ 85,000**

## Part B: Review of outcomes in the previous academic year

See previous Strategy 23-26.

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2026 to 2029 academic year.

### 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 |
|-----------|----------|
|-----------|----------|

| Strategy used 2025/26:   | Evaluation:                                    |
|--------------------------|--|
| <u>Teaching:</u>         | <u>Teaching strategies:</u>                    |
| <u>Targeted support:</u> | <u>Targeted support strategies evaluation:</u> |
| <u>Other approaches:</u> |  |