

# Pupil Premium Strategy Statement

## New Swannington Primary School



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	174
Proportion (%) of pupil premium eligible pupils	(21 pupils) 12%
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)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Judy Ramsell (HT)
Pupil premium lead	Karen Palumbo (DHT)
Governor lead	David Bull

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25755
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£25755</b>
Pupil premium funding allocation this academic year	£25755

## Part A: Pupil premium strategy plan

### Statement of intent

At New Swannington quality first teaching is at the heart of our curriculum with a clear focus on areas where **all** children require the most support. We believe with quality first teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their potential and be prepared for life beyond New Swannington.

Research conducted by the Education Endowment Foundation supports our vision making, regarding the most effective targeted academic support and wider strategies.

Early intervention is the key for all children. We are focussing on language across school, primarily oracy and vocabulary. We have a sharp focus on Early Years and providing firm foundations for **all** our children.

We are committed to raise the standards in teaching and learning as the demographic of learners continues to change. Coaching by senior leaders and peer coaching teacher to teacher is part of this strategy.

There is an increasing significant need for pastoral support for children and their families. This is to be delivered through high quality sessions and programs by our family support worker and school counsellor to support the mental health and well-being of children and parents.

The ethos and structure of the school allow for leaders at all levels to have a shared vision of how this strategy is to be delivered. Through high quality targeted CPD for all staff, some of which is through the Princes Trust Initiative, through our local and wider collaborative groups, shared language and values we are committed to achieving this.

## Challenges

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

Challenge number	Detail of challenge
1	When parents feel well and supported, children thrive academically and emotionally. Enhancing parental wellbeing can be reflected in children's increased engagement and attainment.
2	We are focusing on strengthening children's comprehension to build confident readers
3	We are focusing on enhancing children's writing to help them express their ideas clearly and creatively. Children are building stronger writing skills through focused practice and support. 'Bucket Time' in KS1 to facilitate this along with a Drawing Project.
4	The Oracy project supports children in becoming articulate speakers and active listeners. By focusing on oracy, we are empowering pupils to express themselves clearly and engage meaningfully in discussions

## 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 wellbeing for all pupils and their families in school, particularly disadvantaged.	<p>Qualitative data from pupil voice, parental questionnaires and adult observations all show children are successful in school and have improved mental health and well-being.</p> <p>Every child will have a supportive relationship with a member of staff in school</p> <p>Staff will know and understand their children's influences</p>
Children are making progress in understanding and interpreting texts.	<p>Pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>Internal monitoring shows sustained progress and attainment</p>
Through focussed practice and support children are building stronger writing skills.	<p>Pupils to use strategies for planning and monitoring their writing.</p> <ul style="list-style-type: none"> <li>• Internal monitoring shows sustained progress and attainment.</li> </ul>
Oracy work is enhancing students' language skills, helping them communicate with confidence and precision.	<p>By focusing on oracy, we are empowering pupils to express themselves clearly and engage meaningfully in discussions.</p>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Walkthrus Training	Evidence based on research by Barak Rosenshine	4
Drawing Club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	3
Ark mastery maths	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf</a>	4
Zones of regulation training	A trusted evidence-based framework that builds emotional regulation and behavioural skills for life	1
The King's Trust	EEF- Effective CPD offers a vital tool to develop high quality and enhance children's outcome in the classroom.	1,2,3,4
Apprenticeships offered to support staff to upskill	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics masterclass	Teaching phonics is a statutory requirement in primary schools in England, with most schools using a systematic synthetic phonics teaching programme (SSP). This strand highlights the strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction.	2
Maths masterclass	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf</a>	1
Project X	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1
Positive Handling training-early years addition with Dynamics	<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?utm_source=early-years/evidence-store/personal-social-and-emotional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early&amp;approach=teaching-how-to-sustain-positive-relationships">https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?utm_source=early-years/evidence-store/personal-social-and-emotional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early&amp;approach=teaching-how-to-sustain-positive-relationships</a>	1,2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1
School counsellor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified.	1,2,3,4,

Total budgeted cost: £ 26,000

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Overall pupil well-being has remained stable but more pupils and their families are accessing the support services that we offer in school. Children and their families continue to face significant challenges and there is an ever-growing need for this across school. Pupil voice demonstrates that 100% of children feel safe in school and know who they go to for help and support. We will continue to work hard to ensure that we have this positive impact on all our learners by supporting the families.*

We will continue to work hard to continue improving outcomes for all our children. Data shows the following:

Curriculum area	Expected	Greater depth
Reading	38 %	4%
Writing	25%	4%
Maths	38	4%

*Phonics Year 1 results show that 100% of PP children achieved the expected standard.*

Data shows that attendance for pupil premium children is above that of non-pupil premium children at 96.9 %

### 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
Project X	Oxford University Press
ELS phonics master class	Oxford University Press



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*