

Swanwick Primary School

# **Pupil Premium Strategy Statement**

## **2025/2026**



***"Together We Achieve"***

## 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
School name	Swanwick Primary School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	19% (70 children including 3 service premium children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Ben Wray
Pupil premium lead	Mel Walton/Jo Jilavu
Governor / Trustee lead	Wayne Allsopp

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£115,790</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanwick Primary School, it is our aim that all pupils, irrespective of their background or the challenges they face, THRIVE, make good progress and achieve their potential. The intention of our pupil premium strategy is to outline the support that disadvantaged pupils receive in order to fulfil our aims as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers and those who are children of parents serving, or who have served, in the armed forces. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. We are aware that quality first teaching is one of the most effective approaches in closing the attainment gap between disadvantaged pupils and their peers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

At Swanwick, we know our children well and we are therefore able to make focused decisions around the best support to meet the needs of all our pupils including those who are disadvantaged. We achieve this by:

- ensuring disadvantaged pupils are suitably challenged in their work
- intervening early when additional needs are identified
- adopting a whole school approach to maintaining high standards and expectations for all pupils and fostering a 'can do' attitude within our learners
- working holistically to support the needs of the family through Early Help and pastoral support systems

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, Language and Communication skills</b> <ul style="list-style-type: none"><li>• A large proportion of disadvantaged children require support to develop their speech, language and communication skills.</li><li>• Speech and Language Link assessments help us to identify difficulties early and plan for early support. This impacts pupils'</li></ul>

	<p>ability to understand and follow instructions, processing spoken language and further impacts on their access to the wider curriculum and social opportunities</p> <ul style="list-style-type: none"> <li>The SLT team have now changed the way they support schools and schools now need to provide more speech and language support</li> </ul>
2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>From our records in school and after discussions with pupils and parents we were aware that pupils do not have the opportunity and consistent support at home to read widely and frequently</li> <li>Reading skills and outcomes such as fluency and comprehension and performance in phonics screening checks are improving but require constant support</li> </ul>
3	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Difficulty with the language of reasoning and being able to apply learning to problem solve multi step problems</li> <li>Times table knowledge and fundamental number knowledge needs to continue to improve</li> <li>Pupils find it difficult to transfer their mathematical fluency in number operations to reasoning questions</li> </ul>
4	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Lack of understanding of how to apply skills to the context of writing genres and structuring a written response</li> <li>Limited knowledge and/or application of skills needed in writing</li> <li>Poor opportunities to access experiences which limits their cultural capital and wider life experiences and knowledge to draw on during creative writing tasks</li> <li>Poor breadth of language which impacts quality of writing</li> <li>Presentation and pride in written work needs improving</li> <li>Spelling knowledge, application of spelling skills and retention of knowledge is poor</li> <li>Children in EYFS are starting school with a lower baseline in writing skills meaning that more support is needed to close the gap</li> </ul>
5	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Persistent lateness means that children don't get a settled start to the morning, missing important input</li> <li>Persistent absenteeism causes gaps in learning and levels of resilience</li> <li>Both of these issues impact children's mental health, wellbeing, confidence and self-esteem</li> </ul>
6	<p><b>Confidence and emotional resilience and levels of regulation</b></p> <ul style="list-style-type: none"> <li>Lack of emotional resilience to: try new things, make mistakes, resolve conflict, concentrate, build and maintain positive relationships, have a growth mind set</li> </ul>

	<ul style="list-style-type: none"> <li>• Unable to regulate their own emotions or recognise the emotions of others resulting in frequent dysregulation and disruption to learning</li> <li>• Skills in working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds are lower</li> <li>• Increase in number of children being supported at a high level within the social care system e.g. PLO, CP and CIN</li> </ul>
7	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical development and Understanding of the World on entry in EYFS has been consistently below ARE which means that they chn not met their developmental milestones</li> <li>• EYFS pupils are not meeting the 10 Keys to School Readiness which means that they are not school ready, meaning that they have more to achieve to meet ARE and a wider gap to close</li> <li>• Access to external support remains challenging due to extended waiting lists and tighter thresholds delaying crucial specialist input</li> <li>• Mental health and wellbeing continues to be a significant concern amongst pupils and their families. The current financial strain on families is having a big impact on mental health of parents and their children</li> <li>• Absent parents (armed forces, ill, live a distance away, parental mental ill health)</li> <li>• The nature of the local community means that pupils' access to a diverse society and cultural experiences is limited.</li> <li>• We have had to further increase our provision/offer to support SEMH needs to include: Forest Schools sessions are offered 3 x weekly to groups of children Nurture groups run 4 x weekly ELSA sessions run 2 x weekly 1:1 private psychotherapy sessions are funded by school</li> <li>• Children have less opportunities to experience wider physical activity and opportunities/experiences outside of school</li> </ul>

## 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
Average attendance continues to improve	<ul style="list-style-type: none"> <li>• Reduction in lateness, persistent absentees (persistent absence is defined as 90% or lower)</li> <li>• Average whole school attendance reaches and remains <b>at or above 95%</b></li> <li>• Average attendance for disadvantaged pupils improves to <b>reach at least 95%</b></li> </ul>
PP children making at least expected progress from their starting points in reading and writing (including spelling)	<ul style="list-style-type: none"> <li>• Pupils continue to access Lexia programme to support reading skills (<b>Lexia usage levels improves and numbers of children accessing levels below that of their age related expectations reduces</b>)</li> </ul>

<p>PP children closing attainment gap with their peers.</p>	<ul style="list-style-type: none"> <li>• <b>Gap</b> between the percentage of disadvantaged children passing phonics screen and non-disadvantaged <b>decreases/diminishes</b></li> <li>• Percentage of disadvantaged children <b>passing the Phonics Screening remains high and in line with non PP children</b></li> <li>• Pupils (especially those in EYFS and Yr 1) will develop <b>speech and language skills</b> in keeping with a <b>GLD</b></li> <li>• Percentage of PP <b>chn achieving a GLD</b> at the end of EYFS improves further</li> <li>• The number of disadvantaged pupils in EYFS working at the expected level for fine motor skills and literacy skills at the end of EYFS improves so that they are <b>in line with their peers</b></li> <li>• Percentage of disadvantaged pupils working at expected level in R, W and M <b>continues to diminish gap between their non-disadvantaged peers</b></li> <li>• Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows</li> </ul>
<p>PP children making at least expected progress from their starting points in mathematics</p>	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged pupils across the school achieving the expected standard at the end of the year <b>continues to closes the gap between the attainment of their peers</b></li> <li>• Percentage of disadvantaged children passing the multiplication check in Year 4 is in line with their non-disadvantaged peers and improves on the previous year</li> <li>• Pupils in Years 3, 4 and 5 score in line with peers on Mastering Number assessments and make good progress from their starting points</li> </ul>
<p>Pupils' mental health and wellbeing is sufficiently supported to facilitate learning and reaching academic potential</p> <p>School and families work together to remove social/emotional barriers to learning</p> <p>Children are supported to develop their physical capability</p>	<ul style="list-style-type: none"> <li>• Continued <b>reduction in frequency of behavioural incidents</b> and in class disruption</li> <li>• Wellbeing Warriors support pupils on the playground with increasing confidence</li> <li>• <b>Pupil voice</b> will indicate improvements in key areas of their wellbeing related to school (captured through questionnaires)</li> <li>• Disadvantaged pupils given opportunities to enhance their <b>cultural capital</b> through taking part in clubs, trips, events, Futures Events etc</li> <li>• Families are supported to manage difficult times through the use of PPod strategies/resources and take up <b>signposting</b> to external agencies for more long term support</li> <li>• Parents and children feel supported to help manage their mental health and wellbeing and <b>develop positive strategies</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Children with health difficulties have a robust care plan in place which impacts attendance, positive experience of school etc.</li> <li>• Parents accessing the Parenting Toolkit Program report positive impact and improvement with challenges at home</li> </ul>
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## 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

Budgeted cost: **£50,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adults in EYFS/Year 1 to deliver high quality speech and language interventions using speech and language link programmes and advice from SaLT team <b>£2500</b>	Early Years interventions as having moderate impact in EEF Toolkit Early identification and intervention support pupils with SLCNs improves outcomes for those children Teaching assistant intervention identified as moderate impact <b>+4 in EEF Toolkit</b>	1
Quality First Teaching (to include 1:1 reading, adult support, adjustments to learning environment, differentiation, explicit teaching of skills through Literacy Tree and Literary Leaves, RWI phonics and boosters, parental workshops, access to Maths resources, mastery approach to curriculum, in the moment feedback, maths working walls, lesson study approach looking at engagement and/or vulnerable learners etc. <b>£48,040</b>	These measures are identified within several EEF interventions as having <b>moderate to very high impact e.g. Feedback +6, Mastery Learning +5, meta-cognition and self-regulation +7</b>  Group phonic and spelling support identified in <b>EEF toolkit has having a moderate impact +4</b> , small group work has been an effective strategy used over many years with high quality input from a teacher Bedtime reading events – parental engagement identified as <b>moderate impact intervention by EEF +4</b> Implementation of high quality phonics sessions and boosters <b>identified in EEF Toolkit as high impact on progress + 5</b>  Feedback to pupils within lessons in a timely way identified within the <b>EEF Toolkit as very high impact strategy +6</b>  <b>Individualised instruction</b> identified as having moderate impact <b>+4</b>	1, 2, 3 and 4



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

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Read Stage 7-9 Books <b>£500</b>	Reading comprehension strategies identified in EEF Toolkit as having <b>high impact +6</b> . Teaching assistant intervention identified in EEF Toolkit as <b>moderate impact +4</b>	2
Increase capacity of Early Help Team and offer Nurture and 1:1 ELSA SEMH sessions and private Psychotherapy sessions <b>£15,000</b>	EEF identify the following as having positive impact: Behaviour interventions <b>moderate +4</b> , self-regulation <b>high +7</b> , social and emotional learning <b>moderate +4</b>	5, 6 and 7
Group phonic and spelling support <b>£5000</b>	Identified in EEF Toolkit as having <b>moderate impact</b> . <b>Small group work</b> has been identifies as an effective strategy used over the years with high quality input from a teacher/TA, <b>oral language interventions</b> are identified within the EEF toolkit as having a <b>very high impact +6</b>	2 and 4
Additional staffing to deliver 1:1 and group SaLT support, LEGO Therapy, oral interventions <b>£3000</b>	Use of Speech Link and Language Link screening tools and a specialist SALT TA to implement the programme in EYFS and KS1 ( <b>Early Years interventions identified in EEF toolkit as being moderate impact +5, Oral Language Interventions have high impact +6</b> )  Use of Tapestry to share resources, communicate with parents outside of EYFS and Year 1 who are still receiving speech and language intervention (parents are kept up to date with therapy sessions and are sent resources to support this at home. Feedback from parents has been very positive, particularly when their children are unable to tell them what they have been doing and what they need to practise) - parental engagement identified as <b>moderate impact intervention by EEF +4</b>	1
Forest Schools groups to experience outdoor learning, life skills, social interaction, problem	<b>Collaborative learning</b> identified in <b>EEF toolkit</b> as having <b>high impact +5</b> , <b>outdoor adventure learning moderate impact +4</b>	1, 6 and 7

solving, emotional regulation <b>£11,000</b>	<b>and peer tutoring</b> as having <b>moderate impact +5</b>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£30,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional physical activity sporting events/opportunities <b>£2350</b>	Physical development supports the development of good pre writing skills and motor ability. EEF EYFS Toolkit identifies physical development approaches as having <b>high impact +5 and play based learning as moderate impact +4</b> EEF Toolkit identifies physical activity as <b>low impact +1 for very low cost</b> MATP sessions provide early gross motor skills development for pupils with additional needs (many of whom are also disadvantaged)	7
Fully funded Breakfast Club places <b>£4800</b>	Supports a good start to the day by ensuring children are fed and can start their day on time and in a structured routine led way.	5 and 7
New book pack initiative for new starters <b>£150</b>	Parental engagement – <b>EEF toolkit identifies moderate impact for low cost +4months</b> Homework - <b>EEF toolkit identifies moderate impact for low cost +5months</b>	2 and 6
Pastoral staffing <b>£7000</b>	Ppod support for pupils (in school) and parents (at home) in emotional regulation, therapeutic stories, social support, conflict resolution, self-esteem, working with parents as often as required (daily, weekly, drop in etc) - <b>social and emotional learning</b> identified by EEF toolkit as having <b>moderate impact +4</b> and <b>behaviour interventions +4</b> , previous internal action research has shown the impact that working pastorally has on pupils and their families, particularly those who are disadvantaged Trained ELSA and Nurture staff.	5, 6 and 7
Uniform vouchers <b>£2000</b>	Supports a sense of belonging and school community, prevents social isolation, maintains levels of confidence and self-esteem which in turn impacts of learning in class	7

Subsidised trips to Places of Worship, Theatre, Links with University and Local Industries, residentials etc. <b>£5000</b>	Allows disadvantaged pupils access to wider opportunities and rich experiences. Increases cultural capital	6 and 7
Music tuition <b>£4000</b>	Derbyshire Music Partnership provide all pupils in Year 4 with weekly music lessons – Arts participation <b>identified in EEF Toolkit as positive intervention with a moderate impact of +3</b> . Previous music tuition has enable disadvantaged students to try new things and access learning that they otherwise wouldn't have)	6 and 7
Cooking Resources <b>£1200</b>	Supports the development of life skills, co-operation, planning, risk, safety. EEF Toolkit identifies collaborative learning approaches as having a <b>high impact +5</b> and social and emotional learning as having a <b>moderate impact +4</b>	1, 6 and 7
Resources and consumables to facilitate the running of Forest Schools Groups <b>£1250</b>	<b>Collaborative learning</b> identified in <b>EEF toolkit</b> as having <b>high impact +5</b> , <b>outdoor adventure learning moderate impact +4</b> and <b>peer tutoring</b> as having <b>moderate impact +5</b>	1, 6 and 7
OPAL lead in place and two other OPAL TAs for resourcing, upkeep, safety checks etc. Staff released to resource the project, risk assess new play opportunities and support pupil knowledge and confidence to risk assess own play, staff training <b>£3000</b>	<b>EEF toolkit</b> identified <b>social and emotional learning</b> as having <b>moderate impact +4</b> Physical development supports the development of good pre writing skills and motor ability. EEF EYFS Toolkit identifies physical development approaches as having <b>high impact +5</b> and <b>play based learning</b> as moderate impact +4 EEF Toolkit identifies physical activity as <b>low impact +1 for very low cost</b> <b>Collaborative learning</b> identified in <b>EEF toolkit</b> as having <b>high impact +5</b> , <b>outdoor adventure learning moderate impact +4</b> and <b>peer tutoring</b> as having <b>moderate impact +5</b>	1, 5, 6, 7

**Total budgeted cost: £115,790**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Reduction in lateness, persistent absentees.

Parents working with school to improve attendance.

#### Review July 2023:

Attendance for whole school is at 94.24% (0.1% above National)

Attendance for PP children is 91.34% (increase from 90.7% previously)

Attendance Panels were held throughout the year and have had a positive impact on attendance overall for persistent absentees. Attendance Panels are already booked for 2023.2024 and this will continued to be monitored closely with subsidised Breakfast Club places offered for PP families who are struggling to get their child to school on time.

Families are being referred to the LA if they take term time holidays and unless there are clear mitigating circumstances then permission for term time holidays is not granted.

36% of PP children are also on our SEND register and for medical reasons have to attend lots of medical appointments which impacts the overall attendance and persistent absentee figures.

#### Review September 2024:

Attendance for whole school in July 2024 was at 94.68% (0.02% above National)

Attendance for PP children 92.2% (increase from 91.34% from last year)

34% of PP children are also on our SEND register and for medical reasons have to attend lots of medical appointments which impacts the overall attendance and persistent absentee figures.

Free and subsidised Breakfast Club places were offered to parents of PP children who were persistently late or absent and this has had a positive impact on overall attendance figures

#### Review October 2025:

Attendance for whole school in July 2025 was at 95.5% (0.7% above National)

Attendance for PP children 92.2% (0.1% above National and the same level as the previous year)

38% of PP children are also on our SEND register and for medical reasons have to attend lots of medical appointments which impacts the overall attendance and persistent absentee figures.

Increase in number of subsidised Breakfast Club places for disadvantaged children to support being in school on time for the start of the day.

Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing

#### **Review July 2023:**

Bug Club subscription has not been renewed due to poor usage of parents and pupils out of school.

New books brought for children including books aligned with the phonics programme.

Attainment data shows that %age of PP children achieved ARE or above in reading improved across the school from September to July 2023 however there is still a discrepancy between PP and Non PP children.

#### **Review September 2024:**

Reading continues to be a focus with all classes taking part in Book Club/Cosy Reading. We have bought into Literary Leaves and all classes now have copies of 100 recommended reads for their age group to promote a love of reading.

87.5% of disadvantaged pupils achieved the standard in reading at the end of KS2 which was an increase of 46.6% from 40.9% the year before.

57% of disadvantaged pupils in EYFS achieved the expected standard in word reading with 0% on track on entry.

#### **Review October 2025:**

At the end of EYFS 80% of children achieved GLD in comprehension (compared to 87.5% non PP) and 60% of PP chn achieved GLD in word reading (compared to 75% of non PP)

End of KS1 62.1% reached expected standard

50% of disadvantaged children achieved the expected standard at the end of KS1 compared to 28.6% previously

At the end of KS2 50% of pupil premium children achieved the expected standard in reading with the average points score of 104.1 where the national APS was 103

Reading Breakfasts are held which are well attended by families to promote a love of reading. We have had several reading events in school to raise the profile of reading.

Pupils access Lexia programme to support reading skills

#### **Review July 2023:**

Lexia continues to be used 3 x weekly for identified students. Children report enjoying using it and chn can access at home as regularly as they like. Children struggling are identified through the programme and CT alerted to complete a specific intervention 1:1 or in small groups before moving on.

Progress of Lexia is being Monitored by the reading and phonics Lead to establish whether the programme is having the desired effect.

#### **Review September 2024:**

We have reduced the number of licences we have for Lexia and the progress is monitored by class teachers as well as our overall Lexia Coordinator. Lexia training is provided regularly for staff to ensure they can support the children and interpret the data effectively. Due to timetable constraints, we are asking parents to complete more of the Lexia minutes at home so that we can continue to focus on other areas of reading and the wider curriculum in school.

#### **Review October 2025:**

Pupils continue to access Lexia for support with reading fluency, comprehension and spelling. 28% of the children accessing Lexia are PP. Where children are engaging with Lexia according to the number of hours per week, progress is good. However, if sessions are shorter or less than the recommendation, progress is much slower.

% achieving the Y1 phonics screen is in line with national; and pupils apply spelling strategies independently

#### **Review July 2023:**

80% of Year 1 passed the phonics screener (12% increase on last year)

88% of disadvantaged passed (33% increase on last year)

40% of disadvantaged children in Year 2 retaking the screener passed

#### **Review September 2024:**

83% of Year 1 passed the phonics screener (3% increase on last year and compares to 80% nationally)

77% of disadvantaged passed (11% decrease on last year)

29% of disadvantaged children in Year 2 retaking the screener passed (2 out of 7 children)

#### **Review October 2025:**

82.5% of Year 1 passed the phonics screener (with 79.9% passing nationally)

57.1% of disadvantaged passed (7 children in total which was a decrease of 19.9% with national results for disadvantaged at 66.8%)

Year 2 phonic retake:

9 children retook (all SEND chn including 4 x EHCPs, 3 x PP children)

5 children passed (56% pass rate overall)

1 out of 3 disadvantaged children passed

Pupils (especially those in EYFS and Yr 1) will develop speech and language skills in keeping with a GLD

#### **Review July 2023:**

55% of EYFS achieved GLD

40% of disadvantaged children achieved GLD

In Listening and Attention, 70% of disadvantaged children achieved the expected standard (88% of cohort achieved expected standard)

In Speaking, 80% of disadvantaged children achieved the expected standard (88% of cohort achieved expected standard)

#### **Review September 2024:**

13% of EYFS cohort were disadvantaged

43% of disadvantaged children achieved GLD (increase of 3% on last year)

79% of EYFS cohort achieved GLD (increase of 39% on last year)

In Listening and Attention, 86% of disadvantaged children achieved the expected standard (increase of 16% on previous year)

In speaking, 71% of disadvantaged children achieved the expected standard (decrease of 9% on previous year)

### **Review October 2025:**

#### **Small cohort of chn in EYFS this year (40 which means each child is worth 2.5%)**

In Listening and Attention, 60% of disadvantaged children achieved the expected standard (decrease of 26% from last year but no of PP pupils was 5) but 37.5% of PP were on track in this area at baseline indicating some good progress

In speaking, 80% of disadvantaged children achieved the expected standard (increase of 9% on previous year)

60% of EYFS achieved GLD

40% of PP chn (2 out of 5 pupils) achieved GLD

We now have a ELKLAN trained TA who supports chn with speech and language needs and laisse directly with the Speech Therapy Team. This works well and chn receive good support in this area.

Pupils' vocabulary is broader; they show greater comprehension when reading and use a wider range when writing

Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows

### **Review July 2023:**

Writing is an identified weakness across the school. We have appointed a Writing Lead in school and in the new school year we are implementing a new approach to spelling, Rainbow Grammar, learning ladders. School have purchased a whole school Spelling Shed licence to further support the improvement of spelling.

All classes to prioritise whole class story time daily so that they are exposed to language rich books.

### **Review September 2024:**

Reading, phonics, writing and maths leads have been released to ensure that improvements and changes to the way their subject is taught across school are embedded and having a positive impact.

School have bought into the Literacy Tree and Literary Leaves programmes as well as Spelling Shed, all of which are having a positive impact on progress, engagement and children retaining sticky knowledge.

#### **End of KS2:**

75% of disadvantaged pupils achieved the standard at the end of Key Stage 2 in RWM combined (an increase of 47.7% on the previous year) and the gap between disadvantaged and non-disadvantaged pupils improved from -39% to +8%

#### **End of EYFS:**

57% of disadvantaged pupils achieved the expected standard in word reading (0% on entry).

71% of disadvantaged pupils achieved the expected standard in comprehension (20% on entry)

43% of disadvantaged pupils achieved the expected standard in writing (0% on entry)

### **Review October 2025**

#### **End of KS2:**



31.3% of disadvantaged pupils achieved the standard at the end of Key Stage 2 in RWM combined (with 47.4% National for PP)

End of EYFS:

60% of disadvantaged pupils achieved the expected standard in word reading (37.5% on entry).

80% of disadvantaged pupils achieved the expected standard in comprehension (75% on entry)

40% of disadvantaged pupils achieved the expected standard in writing (25% on entry)

Pupils are able to show their understanding of mathematical concepts through written expression

Pupils working below ARE, make accelerated progress with maths, so that the gap between them and their peers narrows

Pupils become proficient in using and understanding times tables and can be used to problem solve and applied to reasoning activities successfully

### **Review July 2023:**

Maths EOY attainment for PP chn at ARE and above shows that whilst there are some cohorts where PP and non PP children are more in line, there is still a discrepancy between the attainment of PP children and non PP children in Maths. However there was an increase in %age of PP children achieving expected or above from September to July across all years groups.

### **Review September 2024:**

81.3% of disadvantaged pupils achieved the end of Key Stage 2 standard (2.3% higher than national and an increase of 31.3% from the previous year)

Maths Mastery approach has been embedded across the school and the Maths lead has had significant release time to check on progress, meet with pupils, look in books and support staff to improve standards of teaching and learning in Maths.

43% of disadvantaged pupils achieved the expected standard in EYFS in number with 0% on track on entry.

71% of disadvantaged pupils achieved the expected standard in EYFS in number patterns with 20% on track on entry.

### **Review October 2025:**

End of KS2 43.8% of disadvantaged chn achieved expected standard in Maths (70.7% for non disadvantaged pupils)

End of KS1 57.1% of disadvantaged chn achieved expected standard in Maths (72.4% for non disadvantaged pupils)

End of EYFS

60% of disadvantaged pupils achieved the expected standard in number (37.5% on entry)

40% of disadvantaged pupils achieved the expected standard in numerical patterns (37.5% on entry)



Reduction in frequency of behavioural incidents and in class disruption.

Pupils are resilient & able to learn

Pupils concentrate and are engaged throughout lessons

Pupils feel understood and in control of themselves

Pupils showing self-managing behaviours

Pupils accept support and use strategies to manage conflict, anxiety & problems

Pupils will develop strategies, which support them in overcoming or enabling them to work with the difficulties they have

The updated behaviour policy is better placed to support the wellbeing of all pupils

### **Review July 2023:**

Behaviour Policy has been further updated and a 'Behaviour on a Page' created and shared with all staff and children.

All children on PTTs had returned to full time education by the end of the Summer term.

Instances of low level disruption are extremely low.

Pupils with SEND and challenging behaviour are well supported and we are working with the LA to see if we can improve our offer by securing some funding to create an internal alternative provision option.

Held a transition week for all students with specific activities around managing change, growth mindset, mindfulness, brain neuroscience etc which was well received.

Forest Schools and Nurture (majority PP chn) has been a hugely positive addition to support this year with children having individual targets to work towards, progress measured after each session, children involved in reflection on their own contributions, behaviour, mindset etc. BOXALL profiling is used to show progress as well as likert scales for learning behaviours/attitudes

### **Review September 2024:**

Reduction in numbers of suspensions over the year with 1 in the Spring Term and 0 in the Summer Term.

All chn on PTT now in school full time and well supported.

Behaviour Policy is being further reviewed.

Instances of low level disruption remain low.

Pupils with SEND and SEMH needs are well supported with a team around the family in place where necessary.

Early Help Lead has carried out more EHAs and TAF meetings are in place where needed.

School continue to promote SMILERS principles with SMILERS ambassadors in school.

Forest Schools continues to be popular and effective with both class groups and a targeted group attending weekly sessions. 37.5% of the targeted group are disadvantaged.

### **Review October 2025:**

Reduction in number of suspensions over the year.

2 children on PTT (both almost at full time now)

Influx of children with SEND and social care involvement has impacted level of disruption in some classes. Those chn have individual support plans and regular TAF meetings to support improvements in behaviour and emotional regulation

We now offer 4 x afternoons of Nurture, 2 x afternoons of ELSA and 1 x day of private psychotherapist. This is really supporting the SEMH needs of particular children

Forest School is offered 3 x weekly.

Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities)

Families are supported to manage difficult times through the use of PPod strategies/resources and take up signposting to external agencies for more long term support

Parents feel they can use school to support them and their children

Parents and children feel supported to help manage their mental health and wellbeing and develop positive strategies

Children's awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these

#### **Review July 2023:**

See section above

Parents are complimentary about the support they have received to help them support their children.

Attendance Panels (majority PP children/families) have seen the process as positive and has helped to signpost for further support if needed e.g. EHAs, financial advice, housing support, breakfast club places etc.

#### **Review September 2024:**

See section above

Further focus on attendance and punctuality has further improved attendance (see figures in previous section).

Parents continue to engage well with support on the whole.

Data collected on after school clubs shows that there is a good percentage of disadvantaged children attending sport related clubs, cooking, art and mindfulness/wellbeing. Lower or no disadvantaged children attending STEM type clubs e.g. D&T

#### **Review October 2025:**

Data collected on after school clubs shows that there is a good percentage of disadvantaged children attending sport related clubs.

Attendance continues to improve slowly for disadvantaged children and they are well supported by the Early Help Manager

Attendance is scrutinised weekly and high profile children who are persistent absentees are supported through home visits, regular TAF meetings and reasonable adjustments in class.

Children (particularly in EYFS and Year 1) physical development is broadly in line with peers and children achieve GLD in this area

#### **Review July 2023:**

PP children were particularly low on entry in managing self, writing, fine motor and gross motor. Baseline results for %age of expected PP chn in these areas were 50%(71%), 12%(61%), 50%(48%), 62%(68%) respectively. EOY results for %age of expected in these areas rose to 60%(84%), 40%(55%), 60%(74%) and 80%(93%) respectively. Numbers in brackets indicate whole cohort figures.

Physical Literacy and Active Hands have been implemented consistently and progress tracked. PE coach has been involved in implementing and tracking progress in this area in collaboration with staff.

EYFS are purchasing a wide range of new toys, activities to target the problem areas.

The whole school has had two Activalls installed to benefit gross motor development for all children

#### Review September 2024:

In EYFS, the percentage of disadvantaged pupils achieving the expected standard in gross motor was 86% (where 60% were on track on entry) compared to 94% of non-disadvantaged (where 61% were on track on entry)

In EYFS, the percentage of disadvantaged pupils achieving the expected standard in fine motor was 71% (where 60% were on track on entry) compared to 89% of non-disadvantaged (where 69% were on track on entry)

#### Review October 2025:

In EYFS, the percentage of disadvantaged pupils achieving the expected standard in gross motor was 100% (where 75% were on track on entry) compared to 97.5% of non-disadvantaged (where 62% were on track on entry)

In EYFS, the percentage of disadvantaged pupils achieving the expected standard in fine motor was 80% (where 50% were on track on entry) compared to 90% of non-disadvantaged (where 53% were on track on entry)

Children with health difficulties have a robust care plan in place which impacts attendance, positive experience of school etc.

Health Care Plans are in place and reviewed when needed. Liaison with parents and pupils is central to ill health not becoming a barrier to learning.

We do have a few children who are disadvantaged and have very severe and complex health and SEND needs which is impacting their attendance due to operations and ill health. There are strong teams around the families to support in these situations.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lexia	Lexia Learning Systems

	<p>300 Baker Avenue, Suite 320 Concord, Massachusetts 01742</p> <p>Lexia UK Ltd Level 8 Trinity Gate 32 West Street Gateshead NE8 1AD</p>
Tapestry	<p>The Foundation Stage Forum Ltd 65 High Street Lewes East Sussex BN7 1XG</p>
Speech and Language Link	<p>Speech Link Multimedia Ltd Canterbury Innovation Centre University Road Canterbury Kent CT2 7FG</p>

**Further information**