Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	Swaffield Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Julia Hamilton
Pupil premium lead	Anna Pierssene
Governor / Trustee lead	Hilary Nichols

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,404
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*	£ 101,404

Part A: Pupil premium strategy plan

Statement of intent

At Swaffield, our vision and values are to Nurture, Inspire and Prepare all of our pupils, so that they can grow academically, socially and emotionally to achieve their full potential. We recognise that in order to do this, we need to use evidence-based strategies. We want our pupils to be resilient and curious learners who have an interest in the world around them and an intrinsic desire to follow our three school rules - Be Kind, Be Safe, Be Responsible.

We recognise the importance of working with our families and providing the appropriate support to ensure that our children feel safe, secure and are ready to learn.

We recognise that not all children who receive free school meals will be disadvantaged as well as not all children who are disadvantaged will be eligible for free school meals.

High quality teaching is at the centre of our approach and is targeted to meet the needs of our pupil premium pupils while ensuring the attainment of those pupils who aren't eligible continues to be sustained and improved.

We recognise that children experiencing disadvantage may face a range of barriers that can impact on their learning, wellbeing and wider development. These may include limited access to enrichment opportunities, language and communication needs, emotional wellbeing and family circumstances. We are committed to identifying and addressing these barriers through early intervention, strong relationships and a holistic approach to supporting each child. We want to ensure that all pupils, regardless of their starting points or circumstances, have access to the opportunities, experiences and support they need to thrive, develop confidence and achieve their full potential.

Our ultimate objectives are:

- To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth.
- To improve the attendance and punctuality of pupils eligible for PPG
- To ensure Pupil Premium children have rich and varied experiences throughout their school life, helping to raise aspirations and hopes for the future and improve attitudes to learning

Challenges

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

Challenge number	Detail of challenge
1	National statistics show that on average, lower attainment and slower progress rates made by disadvantaged children. This is seen across the curriculum.
2	A number of our disadvantaged pupils have less well-developed oral language and communication skills, alongside gaps in their vocabulary knowledge when they begin at Swaffield.
3	National statistics show lower attendance and higher rates of persistent absenteeism of some disadvantaged children.
4	Many of our disadvantaged pupils have been identified as being less emotionally resilient and having lower self-esteem which impacts on their behaviour for learning.
5	A significant number of disadvantaged pupils have less opportunities to take part in enrichment activities as part of their home-life which narrows their experiences and cultural capital – this has been heightened by the current cost of living crisis

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
Disadvantaged pupils achieve well and the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth.	Progress is accelerated for children eligible for PPG Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS and KS2 and in Phonics, so that they are at least in line with National
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in learning walks, book looks and pupil conferencing meetings.

Improved attendance and punctuality of pupils eligible for PPG	Attendance of pupils eligible for PP is in line with our school ABIE of 95.2% Key PP families will be identified quickly, regular contact and support put in place.
Improved emotional resilience, self-esteem and confidence among disadvantaged pupils, enabling them to develop positive attitudes to learning and engage successfully in school life	Improved emotional resilience, self-esteem and confidence among disadvantaged pupils, enabling them to develop positive attitudes to learning and engage successfully in school life
Pupil Premium children have rich and varied experiences throughout their school life, helping to raise their aspirations and hopes for the future and improve their attitudes to learning	Pupil surveys show PPG pupils enjoy school, feel proud to be part of the school, take part in extra-curricular learning and feel challenged in their learning.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase Leaders and the subject leads for English and maths will have regular release time to develop teaching and learning through modelling teaching, team teaching, book looks, observations and planning support.	The report 'Successful School Leadership' EDT states that, 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mind-set and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Furthermore, the EEF Teaching and Learning Toolkit highlights effective feedback as a high impact, low cost strategy to raise attainment for disadvantaged children (+8 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4

Focus on oracy across the curriculum. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Every other week, pupils from Year 3 to Year 6 will take part in Pupil Learning Conferences to improve their oral skills as well as giving them opportunities to consolidate what they have learnt and to learn from one another. Spring term PDMs to be linked to oracy and vocabulary development across the curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	2
CPD • Little Wandle phonics training for all staff – September 2026. • CPD in PDMs and Phase Meetings linked to SIP targets • Weekly CPD for support staff led by SENCO	Teaching reading using a phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children (although not necessarily comprehension) High-quality staff CPD delivered to both teachers and teaching assistants improves the impact it will have upon children's learning. Phonics | Teaching and Learning Toolkit | EEF	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed purposeful talk, dialogic teaching and explicit vocabulary instruction across the curriculum to develop pupils' spoken language, confidence in expressing ideas and ability to use a wider range of vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	2
Little Wandle intervention groups – Year 1 - 6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Small group tuition | Teaching and Learning Toolkit | EEF	1, 2
Free full-time places offered to all children in the Nursery. This is particularly targeted at pupils eligible for PPG as their parents aren't eligible for the 30 hours top-up funding.	Research by UCL has found that a large body of international evidence demonstrates that attending high-quality ECEC provision at age 3 or older has benefits for children's development in both the short- and longer-term.	2, 4, 5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance for all pupils but in particular the attendance of pupils	NfER briefing for school leaders identifies addressing attendance as a key step.	3

who are persistently absent through targeted strategies and support. Attendance meeting with EWO every other week to monitor attendance and put actions in place to support pupils who's attendance falls below 92%	'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.'	
Pupils eligible for PP invited to a free tennis club before school to promote punctuality and improve fitness.	As a school and part of the Poverty Proofing Agenda, we want to make sure all children are able to access a wide range of experience and opportunities and not feel excluded due to financial circumstances	5, 3, 4
Subsidising educational visits, clubs and residential trips to ensure all children can access real-life opportunities they may not have otherwise been able to.	As a school and part of the Poverty Proofing Agenda, we want to make sure all children are able to access a wide range of experience and opportunities and not feel excluded due to financial circumstances	5, 4
Four members of staff are now trained to be Emotional Literacy Support Assistants (ELSAs). We also have a new Learning Mentor this year	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	1, 2, 3, 4
Emergency fund to support families in times of acute need (eg: emergency money for gas and electric metres)	Based on our previous experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5

Total budgeted cost: £ 102,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025 – 2026

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national and local assessment data alongside our own internal summative and formative assessments. We have considered pupils' progress and attainment from their starting points, comparing outcomes with disadvantaged and non-disadvantaged pupils nationally and locally, as well as with our own non-disadvantaged pupils. Where national or local comparative data was unavailable, we have used the evidence available to inform our evaluation and identify areas for development.

The data demonstrates that our disadvantaged pupils are performing above Wandsworth disadvantaged averages in EYFS, phonics and across all KS2 expected standard measures. Year 4 multiplication outcomes are also particularly strong, exceeding national disadvantaged averages. These results are positive, although we recognise the importance of continuing to raise attainment and ensure pupils achieve their full potential. Reading at greater depth is an area for development for both disadvantaged and the wider cohort, with outcomes falling last year after not having been a strength in previous years.

We have also considered wider factors impacting on pupils' performance, including attendance, punctuality, behaviour and wellbeing. Attendance for disadvantaged pupils was 93.9%, above the national disadvantaged figure of 92.4%, but below our whole-school attendance of 94.9% and our target of 95.2%. Improving attendance and working closely with families to address barriers will therefore remain a priority.

Overall, outcomes for disadvantaged pupils are positive. Our priorities are to accelerate progress, increase the proportion achieving greater depth, improve attendance and address wider barriers to learning. This includes developing oral language and vocabulary, building emotional resilience, self-esteem and confidence, and promoting positive attitudes to learning. We also remain committed to providing rich and varied experiences that raise aspirations and ensure disadvantaged pupils can participate fully in school life.

Our evaluation of last year's provision has informed our revised strategy, with continued emphasis on high-quality teaching, targeted academic support, pastoral provision and enrichment opportunities. We will regularly review the impact of our approaches and adapt our provision where needed to ensure funding is used effectively.

Year group and number of disadvantaged pupils	Assessment Area	Swaffield All pupils	Swaffield - Disadvantaged	Other	Wandsworth LA – Disadvantaged %
Reception					
Good Level of Development (GLD)		65.7%	81.8%	58.3%	58.3%
Year 1					
Pass mark of 32 out of 40		83.3%	84.6%	87.5%	75.4%
End of KS2					
% of pupils achieving expected or Greater Depth (Exp +)	**Reading**	89%	90%	88%	68.7%
	Writing	85%	90%	82%	68.4%
	Maths	85%	90%	82%	68.5%
	RWM combined	78%	90%	71%	54.6%
% of pupils achieving Greater Depth	**Reading**	19%	20%	18%	24.2%
	Writing	22%	20%	24%	9.1%
	Maths	33%	40%	29%	20%
	RWM combined	11%	10%	12%	5.4%

Y4 Multiplication Check				
Year 4	**2025**		**2026**	
	Average attainment score	**% of pupils scoring 100%**	**Average attainment score**	**% of pupils scoring 100%**
Swaffield				
All	20.1	33%	23.16	60.5%
Disadvantaged	16.7	21%	23.3	58.8%
National				
All	21.0	37%	21.6	42%
Disadvantaged	19.3	27%	20.0	32%

Attendance				
	Attendance of all pupils (Recep – Yr 6) **– Swaffield**	Attendance of all pupils (Recep – Yr 6) **– National**	Attendance of PPG pupils (Recep – Yr 6) **– Swaffield**	Attendance of PPG pupils (Recep – Yr 6) - **National**
End of Year - 2025-2026	94.9%	94.8%	93.9%	92.4%