

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Swaffham Prior CE Primary School
Number of pupils in school	95 (Nov 2024) 105 (Nov 2025) 101 (Oct 2026)
Proportion (%) of pupil premium eligible pupils	16.8% (16 pupils - Nov 2024) 19% (20 pupils - Nov 2025) 16% (18 pupils - Oct 2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 - 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	Helen Bartley (Head teacher)
Pupil premium lead	Donia Mercer (Assistant head teacher)
Governor / Trustee lead	Kieran Mackle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,096
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,096

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Swaffham Prior Primary School, we strive to ensure that all pupils, regardless of their background or other challenges, make good progress and achieve their potential. Challenging socio-economic circumstances can create additional barriers to successful learning, however, we are clear that these challenges can be overcome. All of our pupils aspire to embody our school values and ethos.

We aim to support our disadvantaged and vulnerable children by carefully planning, preparing and targeting support. We prioritise the allocation of funding, energy, training and time, and try to balance our approach across three key areas: high quality teaching, targeted academic support, and wider strategies.

The evidence base strongly suggests that the most effective way to improve outcomes for all children, including those who are disadvantaged, is through quality first teaching. This can be achieved by all teachers through high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

Our approach responds to common challenges as well as to the needs of individuals, based on our assessments. To ensure that our approaches are effective, we will:

- act early to intervene at the point a need is identified;
- use a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We have conducted an analysis of barriers to learning for disadvantaged pupils and analysed the qualities we see in the successful, and less successful, learners in our school. Some of our vulnerable children could experience multiple challenges, which are listed below.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments demonstrate that communication and language barriers exist due to poor receptive and expressive language.
2	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with securing fluency skills and developing reasoning skills in maths.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with learning to read and write than their peers.
4	Observations and discussions demonstrate issues with social, emotional and mental health – children lack independence, resilience and a desire to learn.
5	Our attendance data shows that attendance among disadvantaged pupils is lower than attendance among non-disadvantaged pupils. 2025-26 Overall attendance was 95.1%; PP attendance was 92.6% 2024-25 Overall attendance was 96%; PP attendance was 91.5%
6	From observations and discussions with children, we have identified limited parental engagement and support for learning among pupils eligible for Pupil Premium funding, e.g. reading at home, attending school events (such as parent consultations, class cafés, parent workshops etc.)
7	The multiple disadvantages of the 20 pupils who are also eligible for Pupil Premium (2025). Of the children identified as eligible for Pupil Premium: - 9 are also on the school SEND register (45%), (11 if we include those identified as in-school SEND concerns but not on the SEND register). - 8 have had social care support. - 8 have received additional wellbeing support, because of issues with social interaction, emotional wellbeing and mental health. - 5 are adopted/post LAC/SGO.

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. Pupils develop a high level of vocabulary and a strong spoken ability, and apply this to their learning, especially in core subjects.	The gap between the highest attaining pupils in our school and those who begin at a disadvantage is narrowed. Pupils make accelerated progress in order to achieve expected outcomes in reading, writing and maths. Children speak in full sentences and give full sentence answers to questions.
2. Fundamental maths skills are embedded in long term memory so that pupils can apply maths skills and written methods to reasoning and problem solving.	Pupils eligible for Pupil Premium make at least expected progress in maths.
3. Fundamental reading and writing skills are taught rigorously and systematically throughout the school.	Pupils eligible for Pupil Premium make at least expected progress in reading and writing.
4. High aspirations and expectations are in place for all pupils. All children, including those eligible for Pupil Premium, are motivated to learn and are resilient.	Children display positive learning behaviours and have increased engagement in learning. All pupils have high aspirations for themselves and reach their full potential irrespective of their barriers.
5. All families aim for their children to attend school 100% of the time – individual attendance will be above 96%.	Pupils' understanding will be good and children are ready to learn without gaps in learning.
6. Parents are able to support their children effectively, demonstrating strong partnerships and a shared importance of education.	Parents have the knowledge to support their children at home. Parents understand the importance of attendance. Parents are engaged in school events.
7. Pupils eligible for Pupil Premium have the same access to opportunities and resources as their peers, enabling children to have full access to our curriculum and to extra-curricular activities, including educational visits and clubs.	Children demonstrate knowledge and skills in a broad range of curriculum areas. Children attend extra-curricular activities and enrichment opportunities. Children have the skills they need to flourish even after they have moved on to secondary education.
8. Staff are trained to identify the needs of all children. The needs of children, and their families, are supported.	Vulnerable families are fully supported and Early Help is provided, e.g. through family workers. Pupils receive appropriate support to manage emotions/circumstances etc.
9. Pupils accelerate with their learning and achieve age-related expectations.	Pupils will reach their potential, progress well and achieve as well as their peers.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop language acquisition by providing a range of opportunities to develop vocabulary - Develop vocabulary-rich environments - Explicit teaching of vocabulary in all subjects - Oracy-rich strategies are used to support English units, where appropriate - Reading Reconsidered approach to whole-class reading - Curriculum development and enhancement, including use of knowledge organisers - Teachers and support staff follow the recommended programmes provided by external specialists, where relevant	According to the Department for Education's Unlocking Talent, Fulfilling Potential strategy (December 2017), children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11 and 11 times less likely to achieve the expected level in maths. There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4, 6, 7
Use strategies to develop pupils' metacognitive knowledge - Support pupils to plan, monitor and evaluate their learning through explicitly teaching, modelling and scaffolding strategies. - Help pupils to identify how they learn and develop their self-regulation.	EEF Metacognition and Learning Extensive evidence shows that explicitly teaching metacognition and self-regulation strategies has an average impact of an additional eight months' progress over the course of a year. Some studies suggest that disadvantaged pupils are less likely to use these strategies unless explicitly taught to do so.	
Improve overall progress in reading - Promote a love of reading - Embed reading canon to ensure that quality texts are being used and are accessible - Oracy strategies used to support English units, where appropriate - Reading Reconsidered approach to whole class reading - Sounds-Write phonics programme to ensure children are secure in foundations of early reading	'Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time. In The Matthew Effect, Daniel Rigney explains: "While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible." "Pupils who begin with high verbal aptitudes find themselves in verbally enriched social environments and have a double advantage. Good readers may choose friends who also read avidly while poor readers seek friends with whom they share other enjoyments."	1, 3, 4, 6, 7

- English lead to attend relevant training/updates to support delivery of reading curriculum	https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	
Improve phonics provision and attainment Use of Sounds-Write, a DFE validated synthetic phonics programme, and associated matched decodable books to secure strong phonics teaching for all pupils. Phonics interventions are delivered by Sounds-Write trained members of staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Improve attainment and progress in mathematics - Fluency sessions and/or use of Maths Hub Mastering Number materials in EYFS and KS1 and KS2. - Delivery of maths mastery programme and teacher release time to embed key elements and to access Maths Hub resources and CPD - Purchase maths resources/ manipulatives to support teaching and learning - Daily 'on the boil' sessions used across the school to revisit previously taught.	'To the person without number sense, arithmetic is a bewildering territory in which any deviation from the known path may rapidly lead to being totally lost.' Dowker (1992). Evidence highlights how embedded fluency sessions across the school support fundamental maths skills being stored in long term memory and thus easily retrieved. 'Important mathematical procedures cannot be "forgotten over the summer" because they are based in a web of connected ideas about fundamental mathematical relationships.' Russell (2000).	2, 4, 6, 7
Provide training for all staff (including support staff where relevant) to ensure that all staff are up-to-date with initiatives and other CPD opportunities, for example: - Sounds-Write phonics - Maths mastery - Subject lead updates forums/training - SEND training e.g. ADHD, ASD, working memory, collaboration with PINs (Partnership for the Inclusion of Neurodiversity in Schools)	According to EEF, staff should be fully prepared for their role in the classroom and schools should provide sufficient time for training.	1, 2, 3, 4, 6, 7
Maximise the effectiveness of teaching assistants - Implement interventions that maximise support staff time - Deploy support staff in areas of greatest need, without fostering an over-reliance on adult support, building the independence of individuals	Blatchford report on effective deployment of teaching assistants, 2009 https://maximisingtas.co.uk/assets/content/edtareport-2.pdf The thoughtful use of TAs leads to 'noticeable improvements in pupil outcomes', EEF.	1, 2, 3

Build Cultural Capital Provide opportunities and resources that enable children to have full access to our curriculum and to extra-curricular activities - Financial support for clubs/educational visits - Promote love of reading - Ensure accessibility of high quality texts - Develop vocabulary rich environment - Training of staff with effective interventions/resources - Provide curriculum-related experiences (visitors/theme days etc.)	An enhanced curriculum facilitates the development of confidence and improves academic achievement through sustained concentration and creativity. Evidence suggests that cultural capital helps children do better in school. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves. (Bennet et al, 2009).	1, 2, 3, 4, 5, 6, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for targeted individuals - identify individuals and update through regular assessment - run evidence-based interventions - targeted TA/teacher support in class - termly Pupil Progress meetings (class teacher, head teacher, SENCo & PP lead) - Provide pre/after-school targeted catch-up sessions	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. Considering how 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. Sir Kevan Collins, EEF chief executive, said: “Teaching assistants have been much maligned in recent years and many schools have scaled back on their employment to cut costs. But today’s results prove that when they’re used to deliver small-group interventions, they can have a great impact on pupils’ attainment.	1, 2, 3, 4, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the effectiveness of wellbeing support - Support the school’s nurturing environment through individual and group support. - Support pupils with lifelong strategies. - Signpost parents to outside agencies as appropriate e.g. Early Intervention Family Worker, YOUNited or CHUMS mental health and Emotional Health and Wellbeing Service.	There is limited research on the impact of pastoral support in primary schools (although there is significant research in secondary schools and this demonstrates a positive impact). Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life (EEF).	4, 5, 6, 7
Embed principles of good practice to improve attendance - a clear, shared vision and strategy - high expectations - clear communication with all stakeholders	The DfE’s Working together to improve school attendance sets out guidance on improving attendance.	4, 5, 6

- use staff who are skilled in supporting pupils and families to identify and overcome barriers to attendance - follow attendance protocols - Attendance champion		
Hold events to encourage families into school including working alongside pupils - Class Cafés - Open classrooms drop-in - Volunteers - Family workshops e.g. PINs project, internet safety - Parent consultations - Monitor parental engage	Research shows, 'Parent engagement in the educational development of their children improves attainment more than any other single factor.' Research into Practice: The impact of parental engagement on learner success, 2010. 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.' EEF Teaching and Learning Toolkit.	5, 6, 7
Provide enrichment and enhancement opportunities to improve wellbeing and self-esteem, and positive attitudes towards school, for example gardening club.	Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment (EEF).	5, 6, 7
Maximise the effectiveness of the Pupil Premium Lead - work in collaboration with head teacher, class teachers and other staff to identify and address disadvantaged pupils' barriers to learning - have a whole-school focus on securing better outcomes and narrowing gaps	'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress.' Supporting the attainment of disadvantaged pupils, DfE, 2015.	1, 2, 3, 4, 5, 6

Total budgeted cost: £30,096

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils