

Pupil Premium Strategy Statement

Swineshead St. Mary's Church of England Primary School

School overview

Detail	Data
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	32.5%
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)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Collett, Executive Headteacher
Pupil premium lead	Claire Collett, Executive Headteacher
Governor / Trustee lead	Julie Ellis, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,120
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£102,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The ambitions for our school:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We use the strapline, “**Small Village, Big Horizons**” to articulate our vision for the school. This is because Lincolnshire is an isolated area-in terms of transport, culture and location. We want our curriculum to expand the experiences and ambitions for all our pupils. We want our pupils to learn about local knowledge alongside national and global information.

We use pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our pupil premium funding are to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. This is achieved by ensuring disadvantaged pupils make or exceed nationally expected progressed rates and the attainment gap between disadvantaged and no-disadvantaged is diminished. We also want to ensure we use the pupil premium funding to support our children’s health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital.

We will provide a holistic model of learning for our reception children through the Forest School model and provide a well-resourced pastoral support service through our Behaviour Improvement Programme Mentor.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate the need to improve fluency skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 73% of all pupils achieved a Good Level of Development compared to 50% of disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. At the end of KS2 last year 67% of all pupils and 54% of disadvantaged pupils were at age-related expectations.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of KS2 last year 69% of all pupils and 54% of disadvantaged pupils were at age-related expectations.
4	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of KS2 last year 64% of all pupils and 31% of disadvantaged pupils were at age-related expectations. Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
5	Our assessments (including ELSA tracker), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. SENCo referrals for support remain relatively high. 26 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, through 1:1, 2:1 and small group interventions.
6	Our attendance data for 2023 – 2024 indicates that overall attendance was 93.84% and the attendance for disadvantaged pupils was 90.58% resulting in attendance being 3.26% lower for disadvantaged pupils.

	32% of disadvantaged pupils were 'persistently absent' compared to 6.6% of non-disadvantaged pupils during this period. that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Food poverty is an issue for some of our pupil premium children and we want to ensure all our pupil premium children have the best possible start to the day and their attendance improves.
8	To ensure all our disadvantaged pupils have rich and varied experiences and to increase the opportunities for cultural capital.

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
Improved fluency skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice • ELSA tracking • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: Attendance for disadvantaged pupils will increase and will be broadly in line with the national average of 96%. Persistent absence will decrease and will be either in line with or below the national percentage.

Provide a free Breakfast Club for disadvantaged pupils	Attendance improves for those disadvantaged pupils attending Breakfast Club. Wellbeing and attainment improves for those pupils attending because of a healthy breakfast, time for social interactions and learning support.
For disadvantaged pupils to experience and enjoy a wide range of enrichment activities and cultural capital opportunities.	A significant proportion of disadvantaged pupils attend extra curricular provision. Subsidies for all disadvantaged pupils for trips, residentials music tuition and visits.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of YARC standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Embedding dual coding, WIDGETS, and retrieval strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
To review the teaching of reading comprehension. To implement the Lincolnshire Reading Pledge and to also implement a reading spine so that key age-related texts	Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and	1, 2, 3

support comprehension, fluency and writing.	<p>monitoring their own comprehension and then identifying and resolving difficulties</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
A writing audit carried out by the English Hub and provide training for staff based on the recommendations and implement the recommendations.	<p>The audit process is designed to help leaders reflect on their own school's strengths and next steps for improvement.</p> <p>Vocabulary-in-Action-Misconceptions.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>To embed the teaching of transcription to our early writers.</p> <p>Disadvantaged pupils supported with planning, revising and evaluating their writing and writing down ideas fluently to allow for effective transcription. Effective composition involves articulating and communicating ideas in small group interventions, and then organising them coherently for a reader.</p> <p>Training for staff to transcription is implemented well within our writing curriculum.</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Maths White Rose training, resources and materials.</p> <p>Mastering Number at KS2 training times and resources.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:</p> <p>Collaborative learning approaches EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Education Endowment Foundation EEF</p>	4
Improve the quality of social and emotional (SEL) learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 94,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils receiving fluency tuition using the YARC reading fluency package.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics fluency sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our English hub and Trust school improvement priorities	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Pre teaching and over-learning exposes the pupil to words and ideas that are about to come up in the lesson and going over them again after the lesson. Pre and over learning in writing acts as a hook for a new topic, and to motivate a pupil to want to discover more. It helps to address any misconceptions, allows opportunities to recap on prior vocabulary and to address any misconceptions during	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Writing programmes EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

over-learning allowing disadvantaged pupils to improve writing outcomes.	Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
To provide additional teaching assistant interventions to support with reading comprehension.	<p>Interventions and small group tuition to support with reading fluency for disadvantaged</p> Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4
<p>Interventions ensure the pupils can achieve the following milestones:</p> <ul style="list-style-type: none"> transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing) 	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> EEF-KS2-Lit-Vignettes.pdf (d2tic4wvo1iusb.cloudfront.net) Early literacy approaches EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic support for pupils with emotional, behavioural, mental and social needs through a Behaviour Improvement Programme Mentor. The role of the BIP mentor is to target help and support as part of a coordinated response by the school and other agencies for identified "at risk" pupils where behaviour and attendance issues are</p>	<p>Behaviour and SEMH interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> Improving Social and Emotional Learning in Primary Schools EEF	5, 6

<p>the causal factors of concern. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour, wellbeing and attendance throughout the school as part of the whole school strategy.</p>		
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to induct the Attendance Champion into the Trust systems to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	6
<p>To provide staff, resource and provide a free breakfast for disadvantaged pupils.</p>	<p>Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils' experience of school and these outcomes. Additionally, providing meals may also remove a barrier to school engagement for economically disadvantaged pupils.</p> <p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Extracurricular clubs provided by the school to be provided free of charge.</p> <p>50% educational visit subsidies for disadvantaged children to ensure equal access, including to residentials.</p> <p>50% subsidy for music tuition in school.</p> <p>Whole class music tuition in KS2.</p> <p>Provide curriculum 'hooks' and experiences for our disadvantaged</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	8

children through funded themed days in school 50% subsidy for school trips and visits. Use of technology to enhance and deepen learning such as VR.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 102,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our attendance at the end of 2024 is a focus area and part of our strategy for 2024 – 2025.

Our outcomes for disadvantaged pupils are below those of non-disadvantaged from EYFS through to the end of KS2 and we are focusing on transcription and fluency to address this alongside targeted interventions in core subjects.

We will sign up to the Reading Pledge and review our writing and reading curriculum. Reading is given high priority in the school and we have invested heavily in training, library resources and phonics books and the outcomes for disadvantaged in phonics is above the local authority average

All children able to attend trips and visits and funded clubs offer to promote extra-curricular offer led to high Pupil Premium attendance.

Forest schools sessions completed for all EYFS children with positive pupil perceptions about impact on learning behaviours and the PSED outcomes for all pupils is high.

We invested greatly in White Rose Maths and our maths lead is part of the NCTEM programme. The outcome in maths for KS1 disadvantaged pupils is above the local authority average at the expected level and the outcomes for pupils exceeding in mathematics at the end of KS2 is also above.

Attendance

School Profile	Severe	At risk of severe	PA	At risk of PA	Expected	
Group	0-50%	51-79%	80-90%	91-94%	95-100%	
No of children in each band	0	9	37	48	149	Overall %
%	0.0%	3.7%	15.2%	19.8%	61.3%	93.8%
Primary	0.7%	5.0%	19.9%	17.3%	57.0%	At risk of persistent absence
Difference	-0.7%	-1.3%	-4.7%	2.4%	4.3%	

Early Years Foundation Stage

	School 2023 - 24	School 2022 – 23	2023 National Average
% Achieving a Good Level of Development	73%	81%	67%
% Achieving a Good Level of Development Disadvantaged	50%	85.7%	Local Authority 2024 52.9%

Phonics Check

Academic Year	School 2023 - 24	School 2022 – 23	2023 National Average
Year 1 Phonics	79%	93%	79%
Year 1 Phonics Disadvantaged	72.7%	80%	Local Authority 2024 69.2%
Year 2 Phonics	0% 3 pupils	100%	89%
Year 2 Phonics Disadvantaged	0%	100%	Local Authority 2024 54.9%

Key Stage One

	School 2023 - 24	School 2022 – 23	2024 National Average
Reading Expected	75%	67%	68%
Reading Expected Disadvantaged	58.3%	50%	Local Authority 2023 52.3%
Reading Exceeded	23%	15%	18%
Reading Exceeded Disadvantaged	0%	16.7%	Local Authority 2023 7.8%
Writing Expected	68%	61%	60%
Writing Expected Disadvantaged	50%	33%	Local Authority 2023

			42.4%
Writing Exceeded	10%	6%	8%
Writing Exceeded Disadvantaged	0%	16.7%	Local Authority 2023 2.6%
Mathematics Expected	70%	64%	70%
Mathematics Expected Disadvantaged	58.3%	41.7%	Local Authority 2023 42.4%
Mathematics Exceeded	30%	9%	16%
Mathematics Exceeded Disadvantaged	0%	0%	Local Authority 2023 42.4%
Reading, Writing and Mathematics Expected	68%		
Reading, Writing and Mathematics Exceeded	10%		

Multiplication Check

	School 2023 - 24	School 2022 - 23	2023 National Average
Year 4	23.18	19.8	20.2

Key Stage Two

<i>Writing moderated in 2024</i>	School 2023 - 24	School 2022 - 23	2024 National Average
Reading Expected	67%	76%	73%
Reading Expected Disadvantaged	53.8%	46.2%	Local Authority 2024 57.9%

Reading Exceeded	18%	49%	29%
Reading Exceeded Disadvantaged	7.7%	23.1%	Local Authority 2024 16.1%
Writing Expected	69%	66%	71%
Writing Expected Disadvantaged	53.8%	30.8%	Local Authority 2024 55.9%
Writing Exceeded	10%	17%	13%
Writing Exceeded Disadvantaged	0%	0%	Local Authority 2024 5.6%
GPS Expected	64%		
GPS Exceeded	18%		
Mathematics Expected	64%	71%	73%
Mathematics Expected Disadvantaged	30.8%	38.5%	Local Authority 2024 55.4%
Mathematics Exceeded	15%	46%	24%
Mathematics Exceeded Disadvantaged	15.4%	23.1%	Local Authority 2024 10.6%
Reading, Writing and Mathematics Expected	49%	66%	59%
Reading, Writing and Mathematics Expected Disadvantaged	30.8%	30.8%	Local Authority 2024 41.4%
Reading, Writing and Mathematics Exceeding	5%	17%	8%

Reading, Writing and Mathematics Exceeding Disadvantaged	0%	0%	Local Authority 2024 2.4%	
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Externally provided programmes

Programme	Provider
Sumdog	Sumdog
CPOMS	CPOMS Systems Limited
Twinkl	Twinkl Education Company
Testbase	AQA
Accelerated Reader	Renaissance
Little Wandle	Little Wandle Letters and Sounds
MARK/NTS/PIRA	Hodder Education
Tapestry	Tapestry
Music Express/Busy Ant Maths	Collins
B Squared	B Squared
Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
Class VR	Class VR for Education
ELSA	Elsa Network Org

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The SPP supports pastoral support for Service children.</p> <p>We provide a variety of means of support including counselling provision with our BIP mentor and nurture groups through Growing Acorns.</p> <p>If required the school can offer Zoom or Teams calls with support staff help children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life.</p>
What was the impact of that spending on service pupil premium eligible pupils?	All pupils achieve age related or above expectations in all areas.

Further information (optional)

Area	Challenge
Teaching	<p>Regular monitoring of the quality of teaching and learning by phase leaders, the Head of School, the Executive Headteacher using the Foundations of Best Practice.</p> <p>Ongoing coaching and CPD activities for teaching staff.</p> <p>Leadership monitoring activities in line with the areas of focus in the school development plan and the school's monitoring cycle shared in the staff meeting agenda.</p> <p>Quality of teaching is a regular item on SLT agendas.</p> <p>Data tracking and gaps analysis to ensure impact and identify gaps in learning.</p> <p>PP governor to meet termly with PP leads and provide feedback to governors.</p> <p>CPD records</p> <p>Analysis of data / tracking.</p> <p>SLT Leadership and Monitoring records.</p>
Targeted support	<p>Regular monitoring of interventions by subject leaders, phase leaders, the Head of School, the Executive Headteacher and Governors to ensure quality provision.</p> <p>End of term (x3) tracking and gaps analysis to ensure impact of interventions and identify gaps in learning / next steps.</p> <p>Pupil Progress Meeting led by the Head of School and the class teacher to identify pupils who are not making expected progress and to identify interventions.</p> <p>Boxall profiles to assess impact of pastoral interventions / provision for individual pupils (BIP mentor/SENCo).</p> <p>Impact of interventions is a regular item on SLT agendas.</p>
Wider strategies	<p>Attendance data and analysis, focusing on disadvantaged pupils.</p> <p>Ongoing behaviour and safeguarding analysis to identify numbers of incidents and pupils requiring further support (BIP and SENCo).</p> <p>Nurture room to provide support for pupils.</p> <p>SIAS Moodtracker and Energy Wall</p> <p>Behaviour Improvement Mentor</p> <p>Forest School</p> <p>ELSA SEMH tracker alongside B Squared</p>