



Swavesey Primary School

Pupil Premium Strategy Statement 2025/2026

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lynsey Ogilvie <i>Headteacher</i>
Pupil premium lead	David Quinlan <i>Deputy Headteacher</i>
Governor / Trustee lead	Tina Carminarti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
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>	£33,330

Part A: Pupil premium strategy plan

Statement of intent

At Swavesey Primary School, our intention is that every pupil, regardless of their background or the challenges they may face, makes strong progress and achieves highly across all areas of the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are fully supported to reach this ambition, including those who are already working at higher levels. We are committed not only to sustaining the successful progress seen historically, but to building on it so that all pupils thrive at Swavesey Primary School and beyond.

We recognise the additional barriers that can affect vulnerable pupils, including those with a social worker and young carers. The actions set out in this strategy are therefore designed to support these pupils' needs, whether or not they are eligible for Pupil Premium funding.

High-quality teaching remains central to our approach, with targeted support prioritised in the areas where disadvantaged pupils benefit most. Evidence shows that this has the greatest impact on closing the attainment gap, while also improving outcomes for all learners. Embedded within our intended outcomes is a commitment to sustaining and further improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

We are mindful of the ongoing impact of the COVID-19 pandemic on pupils' learning and wellbeing. Where appropriate, our strategy continues to include additional support, such as tutoring, for those pupils whose education has been most affected.

Our approach is driven by robust diagnostic assessment and an understanding of individual need, rather than assumptions about disadvantage. The strategies we have chosen work in combination to enable pupils to excel. To ensure the effectiveness of our work, we will:

- ensure disadvantaged pupils are consistently challenged in the work they are set
- intervene early, as soon as need is identified
- maintain a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils consistently indicate that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary. This pattern is evident from Reception through to Key Stage 2 and is more prevalent among disadvantaged pupils than their peers.</p>
2	<p>Assessment information suggests that disadvantaged pupils generally experience greater challenges with reading than their non-disadvantaged peers.</p> <p>On entry to Reception over recent years, a significantly higher proportion of disadvantaged pupils arrive below age-related expectations compared with their peers. Although this gap narrows as pupils progress through the school, it remains evident by the end of Key Stage 2.</p>
3	<p>Although disadvantaged pupils at Swavesey Primary School perform above national disadvantaged averages in both the Year 1 Phonics Screening Check and end of Key Stage 2 statutory assessments, an attainment gap persists between our disadvantaged pupils and their non-disadvantaged peers within school.</p>
4	<p>Attendance for disadvantaged pupils remains below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • FSM6 attendance: 93.0% • Non-FSM6 attendance: 96.4% <p>Absenteeism is having a measurable negative impact on the progress and outcomes of disadvantaged pupils.</p>
5	<p>Our assessments, observations, and discussions with pupils and families indicate that a number of pupils experience social, emotional, and mental health (SEMH) challenges, including complex behaviour needs. These issues can significantly affect pupils' wellbeing, readiness to learn, and academic attainment, and are more commonly seen among disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To maintain and further strengthen the positive attainment trends demonstrated in 2024–25, ensuring disadvantaged pupils continue to meet or exceed national disadvantaged outcomes in the Year 1 Phonics Screening Check and Key Stage 2 SATs, while reducing the internal attainment gap with non-disadvantaged pupils.	Disadvantaged pupils meet or exceed outcomes of their non-disadvantaged peers in phonics and ks2 reading, writing and maths. Additionally, the gap with non-disadvantaged pupils is reduced from its current in-school level.
To enhance targeted support so that disadvantaged pupils sustain outcomes above national disadvantaged averages and make accelerated progress that narrows the gap with non-disadvantaged pupils at Swavesey Primary School.	The in-school reading gap (currently Reading: 71% PP vs 90% all pupils) narrows compared to 2024–25, while disadvantaged pupils continue to outperform the national disadvantaged benchmark (63%).
To ensure disadvantaged pupils make progress in spoken language, vocabulary acquisition, and communication skills in line with whole-school priorities, enabling them to access the full curriculum more effectively.	Oracy assessments (e.g., school oracy rubrics, vocabulary tracking, language assessments) demonstrate measurable improvement from baseline for disadvantaged pupils and a reduction in the gap with non-disadvantaged peers.
To improve the consistency and impact of Quality First Teaching so that disadvantaged pupils receive effective adaptive teaching, scaffolds and challenge in all subjects, informed by accurate assessment and responsive planning.	Lesson visits, book studies and assessment reviews show that disadvantaged pupils' work and progress are increasingly in line with whole-school expectations, with fewer pupils identified as not on track compared to 2024–25.
To embed new assessment and monitoring systems that ensure all staff are confident in identifying disadvantaged pupils, tracking their attainment and progress, and implementing responsive support.	Termly pupil progress reviews show consistent identification, monitoring and planned support for all disadvantaged pupils, with evidenced increases in the proportion achieving expected or better progress compared to 2024–25.
To reduce the gap between disadvantaged pupils' attendance and that of their non-disadvantaged peers, and to decrease the high level of persistent absence seen in 2024–25.	Disadvantaged attendance improves from 93.0% (2024–25) and the persistent absence rate reduces from 23.8%, closing the gap with whole-school attendance (96.4%) and persistent absence (8.5%).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of standardised diagnostic assessments (e.g., NFER)</p> <p>Staff training to ensure assessments are administered and interpreted effectively.</p>	<p>While the EEF Toolkit does not have a specific strand for diagnostic assessments, reliable assessment underpins targeted teaching and is implied in multiple EEF guidance reports on assessment and pupil progress. Professional judgement and structured assessments support adaptive teaching and early identification of needs. (Linked to EEF guidance on using evidence to support pupil premium strategy)</p>	<p>1,2,3,5</p>
<p>Development of school-wide monitoring and tracking systems</p> <p>Training for staff to ensure consistent and accurate use of new assessment systems.</p>	<p>Effective assessment and monitoring enables early identification of pupils not on track and supports targeted teaching. Although not a separate Toolkit strand, EEF's guidance on reliable research-evidence use emphasises using assessment data to plan interventions and improve outcomes. (EEF Guidance: Using Evidence to Support Pupil Premium Strategy)</p>	<p>1,2,3,5</p>
<p>Purchase and implementation of a validated systematic phonics programme</p> <p>Ongoing staff professional development for phonics delivery.</p>	<p>Phonics approaches have a positive impact on early reading (+5 months on average) and are particularly important for developing decoding skills for disadvantaged pupils. (EEF Teaching and Learning Toolkit: Phonics)</p>	<p>2</p>

<p>Embedding dialogic and oral language activities across the curriculum</p> <p>Purchase of resources and dedicated training time for staff.</p>	<p>Oral language interventions have a high impact (+6 months on average) by improving pupils' spoken language, vocabulary, and comprehension — key foundations for reading and broader academic learning. (EEF Teaching and Learning Toolkit: Oral Language Interventions)</p>	<p>1, 3</p>
<p>Whole-staff professional development on adaptive teaching and inclusive practice</p> <p>Mentoring and coaching for teachers to support high-quality teaching.</p>	<p>The EEF highlights the importance of evidence-informed teaching practice and structured professional development to improve overall teaching quality and pupil outcomes. (EEF Guidance: Using Evidence to Support Pupil Premium Strategy)</p>	<p>1,2,3,4</p>
<p>Embedding high-quality teaching and learning strategies (e.g., spaced practice, retrieval)</p>	<p>Evidence suggests that high-quality approaches to teaching and learning, including strategies that support memory and transfer, have impact when implemented consistently. (EEF Guidance: Using Evidence to Support Pupil Premium Strategy)</p>	<p>1,2,3</p>
<p>Further embed a whole-school reading culture</p> <p>Daily exposure to high-quality texts</p> <p>Whole-class reading instruction and book talk</p> <p>Vocabulary-rich environments and CPD for staff</p>	<p>Reading comprehension strategies (+6 months) and oral language interventions improve literacy outcomes, particularly for disadvantaged pupils. A strong reading culture supports engagement and progress. (<u>EEF Teaching and Learning Toolkit</u>)</p>	<p>2, 3</p>

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

Budgeted cost: £ 13,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, linked to normal lessons	Tuition targeted at specific needs and knowledge gaps is effective in supporting low-attaining pupils or those falling behind. (EEF Teaching and Learning Toolkit: <u>One-to-One Tuition</u> , <u>Small Group Tuition</u>)	1,2,3,5
Targeted interventions and resources for disadvantaged pupils with SEND	Specific approaches such as explicit instruction, scaffolding, flexible grouping, and cognitive/metacognitive strategies improve outcomes for pupils with SEND, particularly disadvantaged learners. (EEF Teaching and Learning Toolkit: <u>Special Educational Needs</u>)	1,2,3,5
Additional phonics sessions for disadvantaged pupils requiring extra support, delivered in collaboration with the English Hub	Phonics interventions have a strong evidence base and are particularly effective for disadvantaged pupils. Targeted, regular sessions over a sustained period show higher impact. (EEF Teaching and Learning Toolkit: <u>Phonics</u>)	1,2,3
Programme to improve listening, narrative, and vocabulary skills for pupils with weaker spoken language	Oral language interventions, focusing on speaking, listening, and narrative skills, positively impact language development and reading outcomes. (EEF Teaching and Learning Toolkit: <u>Oral Language Interventions</u>)	1,2,3
Use of technology to support learning - Structured, monitored use of digital resources (e.g., online reading, maths, or spelling platforms) to reinforce class learning	Digital learning can be effective when it provides structured, short, targeted practice, particularly for pupils who are falling behind. This approach supports knowledge gaps and helps pupils consolidate learning. (EEF Teaching and Learning Toolkit: <u>Digital Technology</u>)	1,2,3
Peer-to-peer tutoring / paired support - Structured pairing of pupils to support reading, spelling, or	Peer tutoring and paired learning can improve outcomes for both the tutor and tutee. EEF evidence shows it is cost-effective and beneficial for disadvantaged pupils, supporting skill	1,2,3

maths, monitored by staff	reinforcement and confidence. (EEF Teaching and Learning Toolkit: <u>Peer Tutoring</u>)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-staff training in CTT behaviour management strategies</p> <p><i>Develop consistent behaviour approach linked to the school's 5Rs values</i></p> <p><i>Embed revised behaviour policy with staff, parents, and pupils</i></p>	<p>Social and emotional learning (SEL) approaches, including whole-school strategies and targeted interventions, have a positive impact on pupils' behaviour, social-emotional skills, and academic outcomes. (EEF Teaching and Learning Toolkit: Social and Emotional Learning)</p>	4,5
<p>Providing access to wider enrichment opportunities</p> <p><i>Subsidised costs for trips, clubs, and other extracurricular activities</i></p>	<p>Addressing non-academic barriers such as enrichment and cultural capital supports engagement, confidence, and academic progress for disadvantaged pupils. (EEF Pupil Premium Guidance: Using the Pupil Premium)</p>	4,5
<p>Increasing parental engagement</p> <p><i>Workshops, visits, and guidance to support learning, homework, and social-emotional development</i></p>	<p>Parental engagement interventions have a positive effect on pupils' learning and progress. Supporting parents to engage with their child's learning at home improves outcomes. (EEF Teaching and Learning Toolkit: <u>Parental Engagement</u>)</p>	4
<p>Supporting families with attendance challenges</p>	<p>Providing practical support for attendance and routines (such as breakfast clubs) can improve school readiness, attendance, and behaviour, especially for</p>	4

Wrap-around provision, e.g., breakfast clubs, targeted support	disadvantaged pupils. (EEF Teaching and Learning Toolkit: <u>Breakfast Clubs / Attendance Interventions</u>)	
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Total budgeted cost: £ 33,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We conduct regular, rigorous monitoring of provision, attainment, and progress for all pupils at Swavesey Primary School. As part of this ongoing process, we routinely review and analyse both summative and formative assessment data to identify trends and evaluate the impact of our provision. Although both currently and historically the percentage of pupil premium at the school is well below average for the local area, these pupils are still a key focus for the school ensuring that they can achieve in line with peers.

During the previous academic year, we carried out a detailed analysis of outcomes for disadvantaged pupils. This included drawing on national assessment data alongside our internal school data to build an accurate and comprehensive picture of performance.

To understand this performance in context, we compared the attainment and progress of our disadvantaged pupils with that of both disadvantaged and non-disadvantaged pupils at local and national levels. These comparisons are interpreted with appropriate caution due to the continued influence of pandemic-related disruption. We also compared outcomes internally between pupil premium and non-pupil premium pupils at Swavesey Primary School to identify any in-school gaps.

The following section provides a breakdown of this analysis, showing how school data aligns with, or differs from, local and national outcomes for pupils eligible for the pupil premium, alongside internal comparisons with their non-pupil premium peers.

National Standardised Assessment Analysis:

Phonics Screening 2025

	School – All Pupils	Average score (school)	School Pupil Premium	Average score of pupil premium (school)	National Pupil Premium	Average score of pupil premium (school)
Year 1	74%	34	67%	32	67%	30

Average mark for disadvantaged pupils in year 1 was 32, in comparison to national disadvantaged average score of 30. There were no pupil premium children for academic year 2024/25 that were required to resit their phonics screening in year 2.

KS2 Summative Assessment Outcome 2025:

Pupils achieving the Expected standard

	School – All Pupils	School Pupil Premium	National Pupil Premium	National Distribution banding
Reading	90%	71%	63%	Close to average (non-sig)
Writing	77%	71%	59%	Close to average (non-sig)
Maths	83%	71%	61%	Close to average (non-sig)
Combined	73%	71%	47%	Above (non-sig)

Multiplication Check 2025

	All Pupils (School)	Pupil premium (School)	Pupil premium (National)
Average (mean) Score	21.1	21.5	18.9

School Assessment Analysis:

Across school wide data gathered for the academic year 24/25, the following trends were found within pupil premium analysis. In academic year 24/25, 76% of the pupil premium children were working at or above, with 16% of this working at the greater depth standard. In maths, 64% were working at or above, with 4% of this working at the great depth standard. Writing showed that across school 60% of the pupil premium children were working at or above the expected standard, with 4% of this being at the greater depth standard. This led to 52% of the pupil premium children achieving combined across the core learning areas.

Wider School Issue Analysis 24/25:

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance data showed that disadvantaged pupils in academic year 24/25 was at 93.0%, in comparison to the national figure of 92.6%. which showed a similar pattern nationally to the relative decline from previous academic years. Whole school attendance was 96.4% for the year, and so pupil premiums was slightly lower than this, while also the whole school's attendance had improved from previous academic year, which is also in contrast the data trends seen within pupil premium. Persistent absence for whole school (2024/25) was 8.5% (14.3% National), which does contrast to pupil pre-

mium where this was up to 23.8%, however this increased percentage of persistent absence for pupil premium pupils is still lower than national percentage of 24.4%. There has been no significant change in this for the last three years at the setting.

Behaviour statistics for the disadvantaged pupils at Swavesey Primary show that 0% of the pupils were given suspensions or exclusions in the academic year, which is a continued trend from the last three years. This is in line with whole school positive behaviour, where the overall for the academic year was also 0%.

Summary Analysis

The data demonstrated that:

- Pupil Premium pupils consistently outperform national averages in phonics, KS2 subjects, and multiplication check.
- Phonics: PP pupils scored above national average (32 vs 30) and matched national percentage (67%), with no resits required.
- KS2: PP pupils achieved higher than national PP in Reading (71% vs 63%), Writing (71% vs 59%), Maths (71% vs 61%), and Combined (71% vs 47%).
- However, they lag school averages, indicating an internal attainment gap.
- Multiplication Check: PP pupils scored above both national PP and whole school averages (21.5 vs 18.9 and 21.1).
- School-wide attainment: 76% of PP pupils working at or above expected standard, but only 52% achieved combined across core subjects.
- Attendance: PP attendance (93%) is slightly above national (92.6%) but below whole school (96.4%). Persistent absence for PP pupils (23.8%) is significantly higher than whole school (8.5%), though better than national PP (24.4%).
- Behaviour: 0% suspensions or exclusions for PP pupils, consistent with whole school positive behaviour.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in comparison to national averages but did not fully meet expectations when compared to non-disadvantaged peers within the school. We are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches implemented during the last academic year demonstrates that the targeted allocation of additional resources to reduce the attainment gap between pupil premium learners and their peers has had a positive impact. Notably, investment in curriculum development for the teaching of mathematics and phonics, supported by external expertise (e.g., Maths Hub), has strengthened classroom practice. School-led tutoring, specifically aimed at disadvantaged learners, proved highly effective, with these pupils outperforming their national counterparts in key assessments. Furthermore, strategies to improve attendance and well-being—such as initiatives to build cultural capital, parental engagement, and support through workshops—have

contributed to positive outcomes. This is evidenced by pupil premium attendance being above the national average and consistently positive behaviour across the school community for all pupils including pupil premium.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Little Wandle – Letters & Sounds Revised	Little Wandle

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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