



Pupil premium strategy statement – Swinderby All Saints Primary School 2025 to 2026

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 over the last academic year.

School overview

Detail	Data
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	32% (24 children out of 76) incl. 21 PP and 3 SERV. 28% FSM only
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)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Zoe Longstaff Head Teacher
Pupil premium lead	Zoe Longstaff Head Teacher
Governor / Trustee lead	Laura Warman and Rachel Britnell Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33 360 – PP, £4,639 – Service and £3,751 – PLAC for 25-26
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	PP - £22,927 Service – £3,848 LAC - £0 PLAC - £5,140 Recovery - £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>	£41,750

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

As a church school, we work to ensure each child can flourish to achieve their full potential.

We do this by building a safe and inclusive community that fosters teamwork and promotes excellence in learning. We encourage all to follow their dreams, value their self-worth and contribute to their community and the wider world.

We work for this vision by living out our values of: -

Truthfulness

Compassion

Forgiveness

Respect

Jesus said, *"I have come that they may have life and have it to the full"*- John v10b

When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers may be: less engagement from home, poorer attendance than others, weaker language skills.

Our ultimate objectives for children in receipt of pupil premium are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed nationally expected rates of progress and achieve age related expectations at the end of Year 6.
- To support children's mental health, physical health and well-being to enable them to be ready to learn at an appropriate level.

We aim to do this through:

- Referring to recommendations from the Education Endowment Foundation.
- Ensuring that teaching for ALL pupils is of high quality.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is made for pupils in receipt of pupil premium.
- Acknowledge that not all pupils who are socially disadvantaged are registered as free school meals so support will be given if need is identified.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Also recognise that not all pupils who are in receipt of free school meals are socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium intervention at one time.

Achieving these objectives:

The school ensures that a range of provision is utilised and may include but not inclusive of:

- Ensuring quality first teaching for all children
- Ensuring additional Teaching Assistant support is in place for identified year groups
- Work on weaker language and communication skills through early language difficulties identification, reading support, support with speech
- Providing early identification of need through SENDCO support
- Providing small groups and 1:1, 1:2 and 1:3 small group intervention and tutoring when required.
- All children in receipt of pupil premium to make accelerated progress and aim to meet age related expectations.
- Ensuring access to mental health and well-being support through weekly ELSA support
- Ensuring any barriers to attendance are removed through Early Help support
- Support for educational visits and extracurricular activities so that children have first-hand experiences that can be used for classroom learning too. E.g., Experience days, theatre visits, sports events etc.

Challenges

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

Challenge number	Detail of challenge
1	Mental well-being of children who are ready to learn. The school staff have noted that children have less resilience than they did and will pick and choose what they want to engage with. The number of children who receive wellbeing support varies over time but over the last year 33% of pupils accessing ELSA support were FSM and the

	rest were vulnerable. This is monitored on a half termly basis and different children included.												
2	The school's assessments and observations show that the education and Wellbeing of our disadvantaged pupils is lower than those of the non disadvantaged pupils. Internal assessments November 2025 indicate that some disadvantaged pupils in year groups are slightly lower in reading, writing and maths than their non-disadvantaged peers. This does depend on individual pupils.												
3	The link between lower reading outcomes is impacting on the writing outcomes. Writing in KS2 in July 2025 was in line or above national average. There is now a drive to ensure Reading/ Writing Greater depth outcomes are in line with National averages in 2026.												
4	Phonics outcomes in 2025 were above national average at 83%. There was a 67% pass rate for FSM (2/3 children. One child has SEND). There was a 0% pass rate for Y2 retake FSM. This child has SEND.												
5	Attendance- striking a balance between managing illness and 'time off.' Attendance is monitored weekly. <table><tr><th>Year</th><th>%’s</th><th>National</th></tr><tr><td>24/5</td><td>ALL-95.9%</td><td>94.9%</td></tr><tr><td></td><td>FSM- 94.1%</td><td>92.6%</td></tr><tr><td></td><td>Persistent 13%</td><td>24.4%</td></tr></table>	Year	%’s	National	24/5	ALL-95.9%	94.9%		FSM- 94.1%	92.6%		Persistent 13%	24.4%
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24/5	ALL-95.9%	94.9%											
	FSM- 94.1%	92.6%											
	Persistent 13%	24.4%											

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
Greater depth outcomes in writing in line with or above national average	Y2/Y6 SAT data July 2026. Closure of the gap between non disadvantaged and FSM. Continuation of the 3 year trend.
100% of children passing the Phonics Check.	June 2026 Phonics Check results
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points in reading and writing.	Increase the progress for key groups of pupils in receipt of pupil premium in reading and writing in line with non-pupil premium peers. Continuation of progress.
To ensure that children in receipt of pupil premium have their wellbeing needs met which enables them to learn more effectively.	Children's well-being needs are met and supported to ensure they are attending school regularly and able to access high quality teaching and targeted intervention where needed. This support will help them to progress. This includes support with mental health and wellbeing.

	Children feel able to speak about their mental health. Children to attend school every day. <table><tr><td>Year</td><td>%’s</td><td>National</td></tr><tr><td>24/5</td><td>ALL-95.9%</td><td>94.9%</td></tr><tr><td></td><td>FSM- 94.1%</td><td>92.6%</td></tr><tr><td></td><td>Persistent 13%</td><td>24.4%</td></tr></table>	Year	%’s	National	24/5	ALL-95.9%	94.9%		FSM- 94.1%	92.6%		Persistent 13%	24.4%
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	FSM- 94.1%	92.6%											
	Persistent 13%	24.4%											
Pupils are exposed to a wide range of knowledge as well as cultural experiences through the school’s broad curriculum.	Disadvantaged pupils will attend events and be exposed to activities/ experiences that they would not normally be exposed to. Children engaged in extracurricular activities e.g., theatre visits, music, clubs etc. Children engaged in school life including Educational and Residential 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: 23,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teaching staff and support staff to ensure high quality first teaching.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) ‘The best available evidence indicates that great teaching is the most important driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ Individual teacher support as identified through Performance Development process e.g., with mixed age planning, reading support etc.	2,3,4

Middle leader Subject Release Time for own and wider staff CPD, curriculum design and implementation.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	2,3,4
Embed whole class guided reading sessions with a focus on teaching explicit reading comprehension strategies. Release time for subject leader to monitor and support.	See EEF Research: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. It is known that on average, disadvantaged children are less likely to own a book of their own and read at home with family members. For these reasons may not acquire the necessary skills for reading and understanding challenging texts.	2,3,4
Work with the Maths hub in delivering 'Mastery' throughout school	See EEF Guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2,4
Added capacity in identified classrooms through the use of Teaching Assistants	Identified classes to receive additional TA support alongside the class teacher to include intervention or pre learning as required	2,3,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention support. Individuals in Y2 and Y6 at risk of not achieving to receive targeted support from September 2025.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	2,4
RWI resources and training to ensure fidelity across the school and additional sessions targeted at disadvantaged pupils who require further phonics support.	EYFS and KS1 as well as small groups in KS2. Phonics EEF (educationendowmentfoundation.org.uk)	3
SENCO/Specialist Teaching Assessment to identify any unmet needs.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important Driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	2,4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an Attendance Champion following publication of 'Working to improve school attendance.'	Working together to improve school attendance - GOV.UK (www.gov.uk)	5
ELSA support	Identified children whose mental health and wellbeing is impacting on their learning to receive wellbeing support to help them access their learning more effectively.	1

Play therapy	Identified children whose mental health and wellbeing is impacting on their learning to receive wellbeing support to help them access their learning more effectively.	1
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children In Y6: 2025 SATS outcomes 5 PP children, 3/5 MET in reading, 3/5 in maths and writing

Over a 3 year period there were 9 FSM children in Y6. Based on the IDSR (2025) the school is above average in combined figures for Reading, Writing and Maths.

Year	Cohort	School disadvantaged compared to national disadvantaged	National	National distribution banding	National (non dis)	Gap	Gap trend	Year group context
3 year	9	56%	46%	Above (no sig)	68%	-12	Not applicable	Not applicable
2025	6	67%	47%	Above (non sig)	69%	-2	Suppressed	High-SEN
2024	2	50%	46%	Small cohort	67%	-17	Suppressed	-
2023	1	0%	44%	Small cohort	66%	-66	Not available	-

In **Reading** over a 3 year period the school disadvantaged compared to the National disadvantaged is 78% to 62%. The school disadvantaged compared to national non disadvantaged is 80% with a gap of -2. This is Above in National distribution banding.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	9	78%	62%	Above (non-sig)	80%	-2	Not applicable	Not applicable
2025	6	67%	63%	Close to average (non-sig)	81%	-14	Suppressed	High - SEN
2024	2	100%	62%	Small cohort	80%	20	Suppressed	-
2023	1	100%	60%	Small cohort	78%	22	Positive gap	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	9	56%	59%	Close to average (non-sig)	78%	-22	Not applicable	Not applicable
2025	6	67%	59%	Close to average (non-sig)	78%	-12	Suppressed	High - SEN
2024	2	50%	58%	Small cohort	78%	-28	Suppressed	-
2023	1	0%	58%	Small cohort	77%	-77	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	9	67%	60%	Close to average (non-sig)	80%	-13	Not applicable	Not applicable
2025	6	67%	61%	Close to average (non-sig)	80%	-14	Suppressed	High - SEN
2024	2	50%	59%	Small cohort	79%	-29	Suppressed	-
2023	1	100%	59%	Small cohort	79%	21	Positive gap	-

Children In Y2: 2025 SATS outcomes 3 PP children. 1/3 MET in reading, 0/3 in writing and 2/3 in maths

Phonics: Phonics outcomes in **2025** were above national average at **83%**. There was a 67% pass rate for FSM (2/3 children. One child has profound SEND). There was a 0% pass rate for Y2 retake FSM. This child has profound SEND.

Attendance:

Year	%'s	National
24/5	ALL-95.9%	94.9%
	FSM- 94.1%	92.6%
	Persistent 13%	24.4%

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

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*

Access to school trips that wouldn't otherwise have been affordable.
The impact of that spending on service pupil premium eligible pupils

