Swanton Morley V.C. Primary School
Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding for the 2025/26 academic year 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	Swanton Morley VC Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	45.4% (79 PP pupils, including 33 Service pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26
Date this statement was updated	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matt Richards, Headteacher
Pupil premium lead	Matt Richards
Governor / Trustee lead	Sasha Lake, Teacher Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium = **£49,995** Service Premium = **£13,300**
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	**£63,295** NA

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

To ensure that all children eligible for the Pupil Premium Grant make good academic and social progress across the school, irrespective of their background or the challenges they face, including progress for those that are already high attainers.

We recognise that high-quality teaching is a key component to enable schools to improve outcomes for disadvantaged pupils. We therefore offer an education which is challenging, exciting, cross-curricular, investigative and knowledge rich. We will have succeeded if our pupils demonstrate independent learning, readiness for life and are given the chance to achieve the best results possible.

How does your current pupil premium strategy plan work towards achieving those objectives?

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all our pupils. By identifying key barriers to success for children and seeking to put in place realistic and effective solutions to overcome them our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above. These decisions are regularly reviewed to ensure that they remain effective and maximise progress for all disadvantaged pupils.

What are the key principles of your strategy plan?

Recognising that all children are unique individuals and that to best support them we must look academically at individual strengths, difficulties and characteristics and further to be able to offer support for emotional and mental wellbeing where needed.

Ensuring all pupils have access to High Quality Teaching and Learning. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In this vein, we will continue to use strategies and skills outlined by The Wensum Literacy Hub, who have been funded by the DfE, to aid schools to achieve excellence in teaching reading and early language development. This will all be delivered via the Read, Write Inc (RWI) tailored phonics support programme.

Providing targeted academic support for pupils who are not making expected progress, and this will be rooted in robust diagnostic assessment eg RWI/PiXL, tutoring lowest achieving 20%. Individual staff discussions will also take place through Pupil Progress Meetings.

Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

Working with parents to ensure that children have the necessary resources/support for learning and are given opportunities to participate in extra-curricular activities, school trips and residential visits. This is particularly important with the number of service children that we have in the school where children can be in a 'single-parent' households for long periods of time.

Challenges

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

Challenge number	Detail of challenge
1	The social, emotional and wellbeing of many of our disadvantaged pupils are still impacted by the significant Covid absence to a greater extent than for other pupils. These findings are supported by national studies and there has also been an increase in school-based referrals as well as pupils receiving small group interventions. This is also exacerbated by high mobility rates at our school because of the number of service pupils we have from Robertson Barracks.
2	Assessments and observations in KS1 (particularly Yr1) suggest disadvantaged pupils generally still have greater difficulties accessing phonics (RWI) and reading than their peers. This can impede their development as readers and writers without early intervention.
3	Internal assessments indicate that English writing and Maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.
4	Underdeveloped oral language skills and vocabulary gaps (as well as basic general knowledge). These issues are particularly evident in KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.

Intended outcomes

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

Intended outcome	Success criteria
Further Improve **wellbeing** for our disadvantaged pupils to help them to be resilient and more successful/aspirational	Impact of nurture-based interventions show that children are happier and more engaged with school – teacher observations in class, parent feedback, pupil voice interviews. Attendance data is at least in line or better with the national average for disadvantaged children.
Continue to increase the rate of progress in **phonics** (RWI) for disadvantaged children across Early Years and Key Stage One.	Analysis of RWI achievement data indicates that progress of disadvantaged children is at least in line with their peers in phonics.
Further increase the rate of progress in **writing** and **Maths** for disadvantaged pupils across the school (linked to SIDP 2025/26).	Analysis of achievement data indicates that progress of disadvantaged children in writing is at least in line with their peers.
Improve further, **oral language skills** and **vocabulary** among disadvantaged pupils	As a result of good quality support, assessments and observations indicate significantly improved oral language among disadvantaged pupils e.g. engagement in lessons, book scrutiny and ongoing formative assessment such as WellComm.

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: **£4250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Final investment in The Dimensions (Learning Means the World) Curriculum to ensure an investigative curriculum which is both cross curricular and rooted in our local context. **£850** *(Autumn Term 2025)*	Schools (including local schools) which use this approach are seeing a marked impact: "Their successes are clear to see with improved SATs results and glowing Ofsted reports. Even more importantly schools are telling us how behaviour has improved, poor attendance is no longer an issue and pupils are developing a genuine love of learning". From Chapter 2 of 'The Story of Dimensions Primary Curriculum Innovation'. *SMPS 2022/23 Evidence*: Book Looks, Pupil Voice, Learning Walks all show that children are really engaging with the new curriculum	1,2,3,4
VNET Education CIC membership including CPD courses **£3100** *(2025/26 membership)* Curriculum Leader networks and Associations	https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/ Extensive research has shown that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.	2,3
Enhancement of our English writing curriculum through the implementation a refined set of key expectations for each year group and more opportunities to take part in writing	Evidence based and research informed training enables a clear structure for success that is used by schools across the country In-depth, accessible and comprehensive online CPD for staff	3

moderation, supported by VNET. We fund English leader release time in order to monitor key elements of writing in school eg Jane C, and to access VNET resources, support and CPD as well as working closely with the DHT = **£300**	Over 170 highly detailed JC unit plans available to download which provide coverage, continuity, and progression across the school	

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

Budgeted cost: **£1935** (IDL/RWI) **+ *£55612** (TA Costs) **= £57,547**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group daily support in English and Maths in classes across the school. We have at least one TA per class in all classes. **See TA Costs***	Investment in TA provision enables targeted support to address identified gaps in learning for disadvantaged children EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	3
Catch-Up Maths training /interventions **See TA Costs***	EEF Small group tuition (+4 months progress, on average, over the course of a year)	2,3
IDL Maths Intervention **£400**	EEF Small group tuition (+4 months progress, on average, over the course of a year)	2,3
WellComm Speech and Language Toolkit – 1:1 screening and intervention NB All YR children screened on entry and any new children eg Service Pupils, on arrival	EEF Oral Language Intervention (+6 months progress, on average, over the course of a year). Approaches that focus on speaking, listening and the combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	4

See TA Costs*		
Daily phonics sessions for all KS1 children using RWInc. **See TA Costs*** Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. **£1535**	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,4
Emotional Literacy Support Assistants (ELSA) provided on a 1:1 basis **See TA Costs***	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)	1

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

Budgeted cost: **£1498**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to implement the PATHS Programme in every class across the school. This supports pupils to develop social and emotional skills Subject Leader release time to monitor impact **£150**	This programme is used in over 130 Norfolk Primary schools supporting more than 24,000 pupils. Quotes from norfolk.gov website - ''Within 10 months of delivering PATHS schools experienced: →23.3% - 30.9% improvement in social and emotional competence →17.3%-20% improvement in pro-social skills →15% improvement in concentration and attention''	1, 4
	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	1,4

Designated staff member to support service children/families **£1348**	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year) Figures show that there is no dip in attendance where this support is put in place	1,4

Total budgeted cost: £4250 + £57,547 + £1498 = £63,295

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2024/2025 academic year.

Our internal and external assessments during 2024/25 suggested that the performance of disadvantaged pupils has improved in many key areas of the curriculum and is becoming more in line with non-disadvantaged pupils. Attendance during this academic year has stayed above national levels which has had a positive impact on delivery of the curriculum and the outcomes we aimed to achieve in our strategy by the end of 2024/25. As evidenced in schools across the country, pupil/staff absence was most detrimental to our disadvantaged pupils so the fact this has stayed low has meant that our pupil premium funded improvements to teaching and targeted interventions have had much more of an impact. Except in writing, Yr6 SATs results were once again strong, including for disadvantaged pupils. The end of year data in EYFS, the PSC results and KS1 data improved again (including for disadvantaged pupils) and was also a major success of our SIDP and spending priorities in 2024/25. Observations, internal and external assessments, including our Ofsted report (Dec 2025), indicated that pupil behaviour, wellbeing and mental health continued to improve last year with disadvantaged children benefitting from spending more time in school overall. We used pupil premium funding to continue to provide wellbeing support and targeted interventions where required. We continue to build on this approach with the activities detailed in the plan above for 2025/26 e.g. Service Pupil Support

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service pupil premium (£17,376) was an integral part of the Targeted Academic support and Wider Strategies that were put in place across the school (see above). Service pupils were specifically supported by a designated member of support staff (as well as continuing to be supported by the whole school community as they have always been) ensuring successful transitions into the school and between classes. The support provided is tailored to children/ family members, and includes: • A daily Lunchtime Club where service children (and others) can have access

	to a safe place where they can play and receive pastoral support if required • Academic Support – delivered by TAs where gaps in learning are identified • Speech and Language Support - provided by a WellComm trained TA using screening and intervention • Social and Emotional Support* available to both parents and children by designated members of staff **PATHS & ELSA support are specifically made available to our service pupils* This has enabled us to monitor/support the emotional well-being, attendance and educational progress of these pupils especially during periods of deployment. The school is proud of educating and supporting service children so that they have access to the same opportunities as their non-service peers, which can be seen in end-of-year results. Future Plans: 1. As part of the curriculum, arrange events where service personnel are invited into school as well as encouraging the MOD base to get more involved with our fundraising events eg Summer Fayre 2. Developing the role of 'Service Pupil Champion'. 3. Build on the much-improved working relationship with the Welfare Officer at the base in order to flag up any specific challenges for families and pre-empt the support required e.g. during times of deployment 4. Continue with weekly lunchtime service club run by MOD Development Worker (Sarah Coote)
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance of service pupils Teachers/TAs observed improvements in wellbeing amongst service pupils in class The use of PATHS & ELSA strategies/techniques to support times of social/emotional turbulence Improvements in early speech and language performance for service pupils due to WellComm intervention

	Next Steps: Further targeted support is required for service pupils/families, especially around times of deployment – linked to role of Service Pupil Champion.