

# Pupil premium strategy statement – Mary Swanwick Primary School

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	237
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Parr
Pupil premium lead	Katie Parr / Freya Hawkins
Governor / Trustee lead	Katie Booker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£151,200

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils at Mary Swanwick Primary, will make better than expected progress in reading, writing and maths, through quality first teaching, necessary additional support and increased opportunities for reinforcement of learning at home, meaning that they achieve at least in line with national standards by the end of Year 6.

Pupils will be supported to communicate at an age-appropriate level so that they can present their own views and wishes, as well as having their needs met.

We will enable pupils to access a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being, knowledge and understanding of the world, and vocabulary.

Pupil's mental health will be prioritised, and safeguards will be put in place to enable all children to access learning at an appropriate level. We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.

We work closely with families, external professionals and members of the local community to engage all stakeholders in children's education.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed 'the expected standard' in all subjects.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that all children have rich and varied experiences.
- To support pupils to communicate at an age-appropriate level.
- To engage all stakeholders.

We aim to do this through:

- Ensuring that Quality First Teaching (QFT), is evident across the school and that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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.
- Providing pupils with access to nurture groups / social interventions targeted to their bespoke needs.
- Providing equity within experiences for disadvantaged pupils.

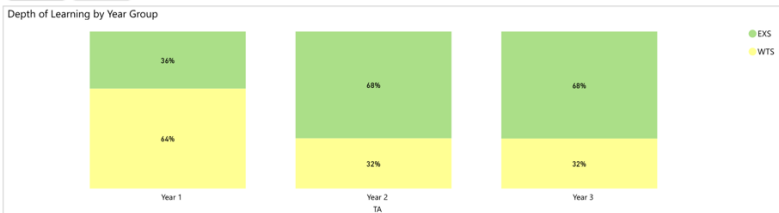
# Challenges

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

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1	<p><i>Baseline data shows that children enter the Early Years Foundation Stage working at a level below National Expectations across many areas – including, but not limited to: Listening, Understanding &amp; Attention, Fine Motor Skills, Comprehension, Word Reading, Writing and Numerical Patterns. This is even more evident in pupils in receipt of PP funding.</i></p> <table border="1"> <thead> <tr> <th data-bbox="343 631 861 683">On-entry data: Nursery 2025</th> <th data-bbox="861 631 1380 683">On-entry data: Reception 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 683 861 1332"> <p>Percentage Attainment</p> <table border="1"> <thead> <tr> <th>Skill</th> <th>BLW</th> <th>WTS</th> <th>EXS</th> </tr> </thead> <tbody> <tr><td>Self-Regulation</td><td>18%</td><td>59%</td><td>24%</td></tr> <tr><td>Managing Self</td><td>24%</td><td>53%</td><td>24%</td></tr> <tr><td>Building Relationships</td><td>12%</td><td>65%</td><td>24%</td></tr> <tr><td>Listening, Attention &amp; Understan...</td><td>29%</td><td>41%</td><td>29%</td></tr> <tr><td>Speaking</td><td>29%</td><td>41%</td><td>29%</td></tr> <tr><td>Gross Motor Skills</td><td>1%</td><td>65%</td><td>29%</td></tr> <tr><td>Fine Motor Skills</td><td>16%</td><td>59%</td><td>24%</td></tr> <tr><td>Comprehension</td><td>12%</td><td>71%</td><td>18%</td></tr> <tr><td>Word Reading</td><td>1%</td><td>76%</td><td>18%</td></tr> <tr><td>Writing</td><td>1%</td><td>94%</td><td>0%</td></tr> <tr><td>Number</td><td>29%</td><td>53%</td><td>18%</td></tr> <tr><td>Numerical Patterns</td><td>23%</td><td>59%</td><td>12%</td></tr> </tbody> </table> </td> <td data-bbox="861 683 1380 1332"> <p>Percentage Attainment</p> <table border="1"> <thead> <tr> <th>Skill</th> <th>BLW</th> <th>WTS</th> <th>EXS</th> <th>SEC</th> </tr> </thead> <tbody> <tr><td>Self-Regulation</td><td>3%</td><td>37%</td><td>47%</td><td>13%</td></tr> <tr><td>Managing Self</td><td>0%</td><td>20%</td><td>50%</td><td>30%</td></tr> <tr><td>Building Relationships</td><td>0%</td><td>0%</td><td>67%</td><td>27%</td></tr> <tr><td>Listening, Attention &amp; 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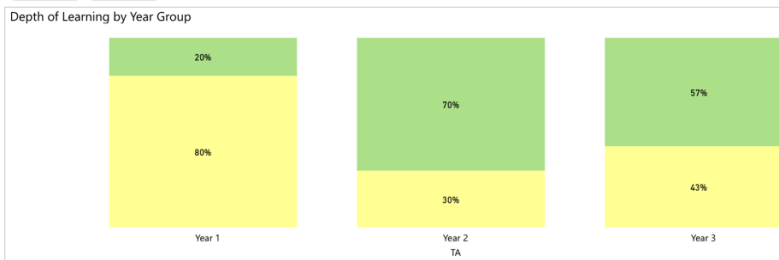
Children struggle to 'catch-up' in the core subjects by the end of Key Stage One, particularly in maths & writing.

Summary Breakdown TA: 2025/2026, Years 1 - 3, Maths, Entry



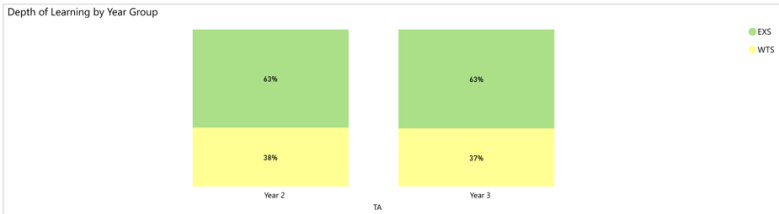
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Summary Breakdown TA: 2025/2026, Year 2 25/26, Year 3 25/26, Year 1 25/26, Maths, Entry, Pup



Disadvantaged

Summary Breakdown TA: 2025/2026, Years 1 - 3, Writing, Entry



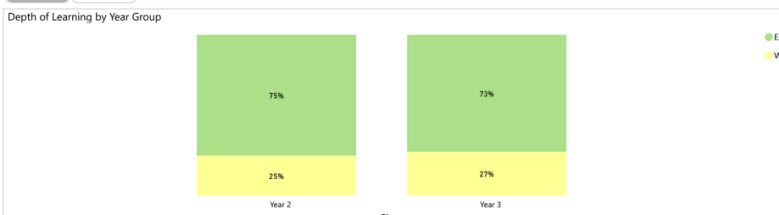
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Summary Breakdown TA: 2025/2026, Year 2 25/26, Year 3 25/26, Year 1 25/26, Writing, Entry, Pup



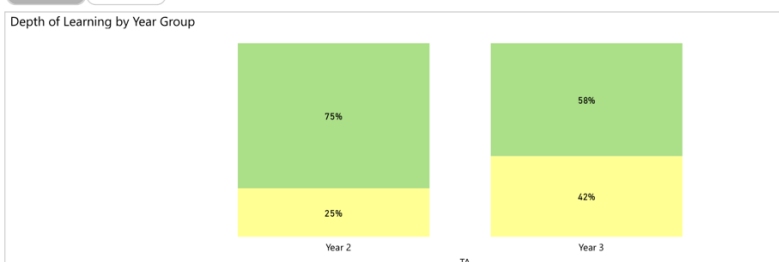
Disadvantaged

Summary Breakdown TA: 2025/2026, Years 1 - 3, Reading, Entry



All

Summary Breakdown TA: 2025/2026, Years 1 - 3, Reading, Entry, Pupil Premium



Disadvantaged

3	<p>As of December 2025, 10% of pupils on roll are open on a safeguarding plan. 88% of children open on safeguarding plans as of December 2025, are also in receipt of Pupil Premium funding.</p>																
4	<p>The percentage of pupils deemed ‘persistently absent’ during the Autumn term 2025, is higher than national figures. 78% of those deemed PA, are also disadvantaged.</p> <div data-bbox="347 405 1257 667" style="border: 1px solid green; padding: 10px;"> <p><b>Persistent Absentees (DfE Whole Year)</b></p> <p><b>17.3%</b>      16.8%      National Avera...</p> <p>39      National Perce...</p> </div>																
5	<p>Speech, Language and Communication is a barrier to a significant number of pupils on entry to the Early Years.</p> <div data-bbox="347 763 1398 943"> <table border="1"> <thead> <tr> <th>Barrier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention &amp; Understanding</td> <td>29%</td> </tr> <tr> <td>Speaking</td> <td>41%</td> </tr> <tr> <td>Other</td> <td>29%</td> </tr> </tbody> </table> </div> <p>Attainment of disadvantaged pupils lags behind that of their peers on entry to the EYFS.</p> <div data-bbox="347 1032 1398 1256"> <table border="1"> <thead> <tr> <th>Barrier</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention &amp; Understanding</td> <td>33%</td> </tr> <tr> <td>Speaking</td> <td>50%</td> </tr> <tr> <td>Other</td> <td>17%</td> </tr> </tbody> </table> </div> <p>Oracy and vocabulary development remain a barrier for some children as they progress through Key Stages One and Two – this is reflected in outcomes across Reading and Writing.</p>	Barrier	Percentage	Listening, Attention & Understanding	29%	Speaking	41%	Other	29%	Barrier	Percentage	Listening, Attention & Understanding	33%	Speaking	50%	Other	17%
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6	<p>28.5 days of learning were missed during the academic year 2024-2025 due to suspensions – linked to SEMH needs of children.</p> <div data-bbox="347 1503 1190 1753" style="border: 1px solid gray; padding: 10px;"> <p><b>Days Lost to Suspensions</b></p> <p><b>18.0</b>      18.0      YTD</p> <p>28.5      Prev YTD</p> </div>																
7	<p>High levels of SEND: 26% of pupils on SEND Register</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
Children leaving the Early Years will be better prepared for the next step of their education in Key Stage One.	<i>% pupils reaching a Good Level of Development will be in-line with National Expectations.</i>
Children leaving Key Stage One will be better prepared for the next step of their education in Key Stage Two. Children will have the knowledge and skills necessary to tackle the Key Stage 2 curriculum.	% of pupils achieving the EXS in Year 2 will be in-line with National Expectations at the end of Year 6.
Every child to be supported to have school attendance above 90%.	Significant reduction in the number of children attending school less than 90% of the time.
All children with SEMH challenges have their individual needs met through positive inter-agency working.	Reduction in number of suspensions.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement whole-school approach for phonics & reading – with support from the English Hub. <ul style="list-style-type: none"> <li>• CPD</li> <li>• Resources</li> <li>• Time to deliver intervention               <ul style="list-style-type: none"> <li>• Strategy for the teaching of Foundational English skills</li> </ul> </li> </ul>	When there is a consistent, simple but effective approach, children can make sustained good progress. “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.” – EEF	2
Implement whole-school approach for maths – with support from the Maths Hub. <ul style="list-style-type: none"> <li>• CPD</li> <li>• Resources</li> <li>• Time to deliver intervention</li> <li>• White-Rose scheme</li> </ul>	High-quality staff CPD is essential to following the EEF principles. This is also supported by the Sutton Trust, who states that Quality First Teaching has direct impact on student outcomes. The EEF also states that a tiered approach with teaching being the top priority and quality CPD.	1, 2
Implement Key Stage 1 & 2 approach to the teaching of writing: <ul style="list-style-type: none"> <li>• CPD</li> <li>• Pathways to Write scheme</li> <li>• Strategy for the teaching of Foundational English skills</li> <li>• Pathways to progress</li> </ul>	When there is a consistent, simple but effective approach, children can make sustained good progress.	2
The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and	1, 2, 5, 6, 7

<p>for pupils with attachment challenges.</p> <p>Current:</p> <ul style="list-style-type: none"> <li>• ELSA supervision &amp; continued CPD.</li> <li>• In-house TA CPD – widget training, action words.</li> <li>• Support from the county inclusion support service &amp; Educational Psychologist</li> </ul>	<p>enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>Pupils with SEND are [also] twice as likely to be eligible for FSM.</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>Work effectively with teaching assistants.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Key Stage 1 &amp; 2 approach to the teaching of reading:</p> <ul style="list-style-type: none"> <li>• Strategy for the teaching of Foundational English skills &amp; reading</li> <li>• Phonics interventions</li> <li>• Adaptive learning: Dyslexia Gold, Reading +, Doodle English</li> </ul>	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a wide variety of genres will support vocabulary acquisition.</p> <p>One in eight disadvantaged pupils in the UK don't own a single book (National Literacy Trust, 2017). The research report, Book Ownership and Reading Outcomes, found that children who own a book are 15 times more likely to read above their expected level for their age and are four times less likely to read below the expected level.</p>	2
<p>Universal access to adaptive teaching &amp; learning opportunities through digital strategy:</p> <ul style="list-style-type: none"> <li>• Reading +</li> <li>• Dyslexia Gold</li> <li>• Doodle suite</li> <li>• TTRS</li> <li>• Spelling Shed</li> </ul>	<p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practise.</p>	2
<p>Half-termly 1:1 pupil progress meetings with teachers. Phase leaders and the headteacher (&amp; where possible, the PP lead &amp; SENDCO).</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and</p>	1, 2

	any strategies needed to meet their educational and emotional needs.	
<p>A range of both evidence-based and newly initiated (to meet our children's needs) interventions to support children's wellbeing and social &amp; emotional development:</p> <ul style="list-style-type: none"> <li>• Nurture (nest) 2x2 sessions per week</li> <li>• Forest Schools</li> <li>• Outdoor Learning</li> <li>• ELSA</li> <li>• Life skills</li> </ul>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	6, 7
<p>Evidence-based and specific externally supported interventions to support children's language and communications skills: SALT programmes.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	5
<p>Afternoon catch-up interventions run by HLTA &amp; Tas:</p> <ul style="list-style-type: none"> <li>• Rapid support to address misconceptions from morning sessions.</li> </ul>	<p>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</p>	1, 2,

<ul style="list-style-type: none"> <li>• Pre-teaching to support future learning.</li> </ul>	<p>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. – EEF</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learners' Code Manager appointed to work with vulnerable families and support parental engagement.</p> <p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders. Complete First Day Call and support families to raise attendance / punctuality.</p> <p>Early Help Manager to offer more specialist support to families:</p> <ul style="list-style-type: none"> <li>• Parenting support – including running of Solihull Parenting courses</li> <li>• Finances / budgeting plans</li> <li>• Routines</li> <li>• Housing &amp; support for families at risk of homelessness</li> <li>• Mental Health</li> <li>• Domestic abuse</li> <li>• Foodbank support</li> </ul>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	3, 4, 6, 7
<p>SEMH interventions:</p> <ul style="list-style-type: none"> <li>• Forest Schools</li> <li>• Nest</li> <li>• ELSA</li> <li>• Lego therapy</li> </ul>		6, 7

**Total budgeted cost: £ 151,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*All children, regardless of starting points or barriers will achieve the expected or higher standard in maths across the school.*

*All pupils will be supported to make at least expected progress, irrespective of their starting points or barriers to learning.*

*Children will be able to use scaffolds & supportive resources to aid working memory, which should lead to higher outcomes across the curriculum.*

*Improve progress and attainment in core subjects.*

## End of Year Data

2025

	Maths	SPaG	Reading	Writing	Combined	Science
<b>Pass</b> (scaled score of 100+)	91% (29/32) <b>91% (10/11)</b>	78% (25/32) <b>82% (9/11)</b>	91% (29/32) <b>91% (10/11)</b>	75% (24/32) <b>73% (8/11)</b>	75% (24/32) <b>82% (9/11)</b>	88% (28/32) <b>82% (9/11)</b>
<b>Higher Pass</b> (scaled score of 110+)	31% (10/32) <b>9% (1/11)</b>	41% (13/32) <b>27% (3/11)</b>	38% (12/32) <b>45% (5/11)</b>	16% (5/32) <b>9% (1/11)</b>	9% (3/32) <b>9% (1/11)</b>	N/A

Year 6 outcomes – July 2025 (All children / **Disadvantaged children**)

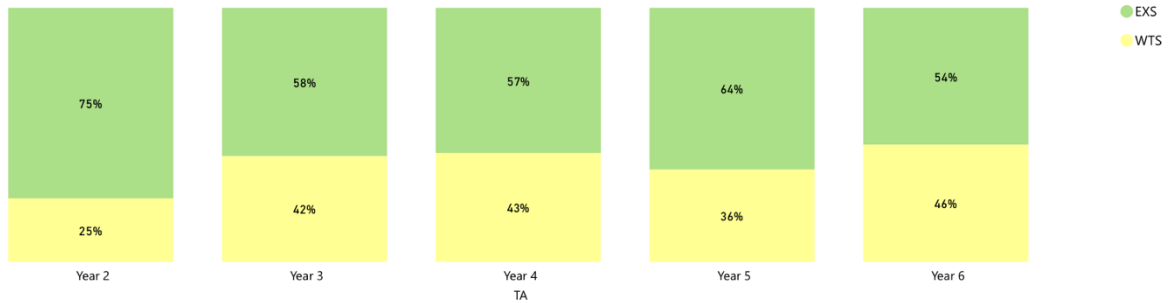


### Attainment Whole School

Summary Breakdown

TA: 2025/2026, All Year Groups, Reading, Entry, Pupil Premium

Depth of Learning by Year Group

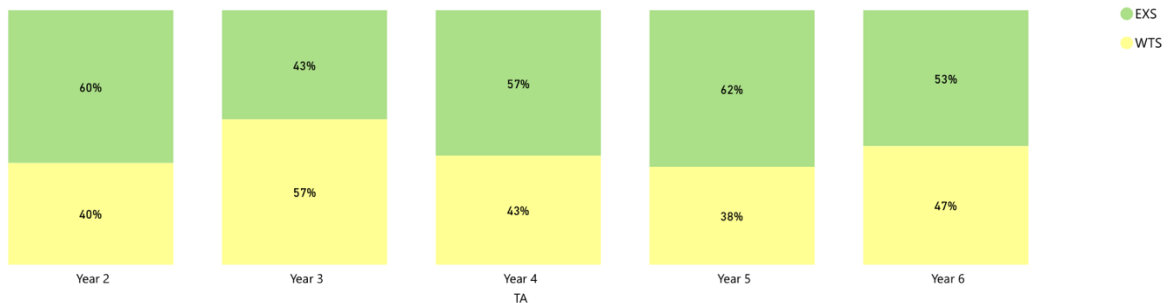


### Attainment Whole School

Summary Breakdown

TA: 2025/2026, All Year Groups, Writing, Entry, Pupil Premium

Depth of Learning by Year Group

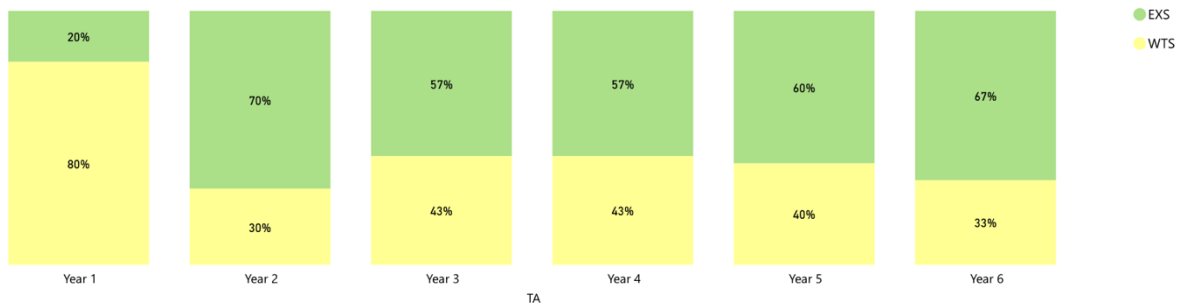


### Attainment Whole School

Summary Breakdown

TA: 2025/2026, All Year Groups, Maths, Entry, Pupil Premium

Depth of Learning by Year Group



100% of disadvantaged children accessed at least one extra-curricular activity during the academic year 2024 – 2025.

## 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.*

<b>Programme</b>	<b>Provider</b>
White Rose Maths	
Doodle Maths / English / Spell	
Times Tables Rockstars	
Spelling Shed	
Jigsaw	
Pathways to Write	
Drawing Club	
Real PE	
Charanga	
Language Angels	