

Swanage Primary Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality first teaching:

To ensure all pupils have access to highest quality teaching

1. To empower teachers to know their pupils and do what is best for them.

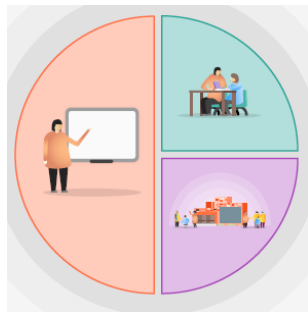
Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>



We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

'Students levels of self esteem are a significant determiner in academic achievement (Cooperfield 1967)

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- *Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.*
- *'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'*

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school

Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

We do this by developing

- Early academic intervention for those that require it
- Training for parents

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A Tiered approach

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

Pupil premium strategy statement – Swanage Primary

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	200
Proportion (%) of pupil premium eligible pupils	19%
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Adam Burt
Pupil premium lead	Adam Burt
Governor / Trustee lead	Lucy Cocup

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55, 239
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>	£ 55, 239

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil, regardless of background or individual challenge, makes strong progress and achieves highly across all areas of the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are given the targeted support and opportunities needed to reach this goal, including those who are already high attainers.

We are committed to addressing the challenges faced by all vulnerable pupils, such as those with a social worker or young carers. The actions outlined in this statement are therefore intended to support their needs, whether or not they are formally identified as disadvantaged.

High-quality teaching lies at the centre of our approach, with a focus on areas where disadvantaged pupils most need support. Evidence shows that excellent teaching has the greatest impact on closing attainment gaps while also benefitting all pupils. Our ambition is for the attainment of non-disadvantaged pupils to be sustained and improved alongside accelerated progress for their disadvantaged peers.

We also continue to recognise the ongoing impact of the COVID-19 pandemic on pupils' education and wellbeing. Targeted interventions, including high-quality tutoring, are in place to support those whose learning has been most affected.

Our approach is responsive to both common barriers and individual needs, and is grounded in robust diagnostic assessment rather than assumptions. The strategies we have adopted work together to help all pupils thrive. To ensure their effectiveness, we will:

- **Challenge** disadvantaged pupils through ambitious and well-structured learning opportunities.
- **Intervene early** when additional support is needed.
- **Embed a whole-school commitment** in which every member of staff takes shared responsibility for disadvantaged pupils' outcomes and maintains high expectations for 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 suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class 100% of disadvantaged children were assessed as below compared to 50% of non-disadvantaged. This gap narrows but remains at the end of KS2.</p> <p>Our own barriers to learning identification found that a significant number of our disadvantaged pupils experience difficulties with reading or phonics.</p> <div data-bbox="363 734 1396 884" style="text-align: center;"> <p>Reading</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <tr> <td>Pupil Premium 30 pupils · Average: Secure ARE</td> <td>7%</td> <td>20%</td> <td>67%</td> <td>7%</td> </tr> <tr> <td>Not Pupil Premium 138 pupils · Average: Secure ARE</td> <td>4%</td> <td>15%</td> <td>58%</td> <td>22%</td> </tr> </table> </div>	Pupil Premium 30 pupils · Average: Secure ARE	7%	20%	67%	7%	Not Pupil Premium 138 pupils · Average: Secure ARE	4%	15%	58%	22%		
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Not Pupil Premium 138 pupils · Average: Secure ARE	4%	15%	58%	22%									
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class 100% of disadvantaged children were assessed as below compared to 50% of non-disadvantaged. This gap narrows but remains at the end of KS2.</p> <p>Our own barriers to learning identification found that a significant number of our disadvantaged pupils experience difficulties with maths.</p> <div data-bbox="363 1227 1396 1355" style="text-align: center;"> <p>Maths</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <tr> <td>Pupil Premium 30 pupils · Average: Lower ARE</td> <td>3%</td> <td>23%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Not Pupil Premium 138 pupils · Average: Secure ARE</td> <td>8%</td> <td>13%</td> <td>58%</td> <td>21%</td> </tr> </table> </div>	Pupil Premium 30 pupils · Average: Lower ARE	3%	23%	60%	13%	Not Pupil Premium 138 pupils · Average: Secure ARE	8%	13%	58%	21%		
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Not Pupil Premium 138 pupils · Average: Secure ARE	8%	13%	58%	21%									
3	<p>Our attendance data over the last year indicates attendance is a barrier to learning for our disadvantaged children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <div data-bbox="363 1563 1396 1803" style="text-align: center;"> <p>Attendance Ranges</p> <p>Legend: ■ Severely absent (50% or more sessions missed) ■ Persistently absent (10% or more sessions missed) ■ At risk of persistent absence (5-10% sessions missed) ■ Good attendance (95-99%) ■ Excellent attendance (99%+)</p> <table border="1"> <tr> <td>Pupil Premium 30 pupils</td> <td>3.3%</td> <td>26.7%</td> <td>46.7%</td> <td>20.0%</td> <td>3.3%</td> </tr> <tr> <td>Not Pupil Premium 138 pupils</td> <td>11.6%</td> <td>28.3%</td> <td>50.7%</td> <td>9.4%</td> <td></td> </tr> </table> </div>	Pupil Premium 30 pupils	3.3%	26.7%	46.7%	20.0%	3.3%	Not Pupil Premium 138 pupils	11.6%	28.3%	50.7%	9.4%	
Pupil Premium 30 pupils	3.3%	26.7%	46.7%	20.0%	3.3%								
Not Pupil Premium 138 pupils	11.6%	28.3%	50.7%	9.4%									
4	<p>At Swanage Primary School, we recognise that some of our disadvantaged pupils do not have the same access to after-school clubs, extracurricular activities, and experiences outside of school as their peers. This can limit opportunities for social, cultural, and academic enrichment beyond the classroom. We are committed to identifying these barriers and providing additional support to ensure all children can engage in a broad range of learning experiences, both within and beyond the school day.</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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 100% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
All disadvantaged pupils have equitable access to after-school clubs, extracurricular activities, and wider learning experiences outside of school, enabling them to develop socially, culturally, and academically alongside their peers.	Participation of disadvantaged pupils in clubs and activities is in line with their peers. Barriers to access are identified and addressed. Pupils demonstrate increased engagement, confidence, and enjoyment through participation. Termly monitoring shows equitable access and informs future support.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. This will include B-Squared for our lowest attaining pupils.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 2,</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>We will also continue to annually resource this scheme and train staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Purchase pathways to read programme to support KS2 pupils. Pathways to Read - Primary School Reading Programme</p>	<p>Pathways to Read guarantees complete coverage of the national curriculum, incorporating high-quality discussions that revolve around the essence of rich language. The programme gives pupils the opportunity to participate in fluency practice and a variety of reading activities, allowing them to enhance their vocabulary, make predictions, retrieve information and respond effectively using their mastery keys. Reading comprehension strategies EEF</p>	<p>1</p>

	1. Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD (including Teaching for Mastery training). We will also purchase the number sense times table fluency intervention and train staff on its implementation.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<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 appointing attendance/support officers 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>	3
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Disadvantaged pupils progress will be added to staff appraisals and QFT will be aimed at these pupils first.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2,</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p>

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

Budgeted cost: £ 5,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised or Free After-School Clubs	Participation in extracurricular activities improves academic outcomes, social skills, and engagement (OECD, 2019; DfE, 2015)	4
Cultural and Educational Visits	Experiential learning improves engagement, motivation, and social development (DfE, 2016; EEF, 2021)	4
Breakfast club provided for free	Structured school-day enrichment enhances social interaction and readiness to learn (EEF, 2017)	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Nationally in all of reading, writing and maths (combined), 62% of pupils met the expected standard. 27% of our disadvantaged pupils achieved this.

Nationally in reading, 75% of pupils met the expected standard. 64% of our disadvantaged pupils achieved this.

Nationally in maths, 74% of pupils met the expected standard. 36% of our disadvantaged pupils achieved this.

Nationally in writing, 72% of pupils met the expected standard. 36% of our disadvantaged pupils achieved this.

This data demonstrates a clear need for targeted interventions and support to improve outcomes for disadvantaged pupils, particularly in maths and writing, while continuing to build on the relative strength in reading.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance which was 88.8% for our disadvantaged pupils.

Improving attendance will be identified as a key mechanism for raising attainment, particularly in reading, writing and maths where gaps are significant.

Interventions funded through PP (ELSA, family support worker time, breakfast clubs, enrichment activities) will be used to improve engagement and reduce barriers that lead to absence.

Monitoring of attendance and punctuality will be built into half-termly PP reviews, with leaders evaluating: which interventions have the greatest impact how attendance improvements correlate with improved progress

The strategy will explicitly recognise that full access to high-quality teaching is the single biggest lever for improving outcomes—therefore improving attendance is essential for maximising the impact of teaching.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.