

Pupil premium strategy statement Four Swannes Primary School

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 last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2026/2029
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Alan Moore Headteacher
Pupil premium lead	Alan Moore Headteacher
Governor / Trustee lead	Liz Allum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,493
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£1395.00
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>	£99,888

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have previously been supported by a social worker, those with families supported through the Early Help Module (Families First) and those with multiple and complex needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all staff and partners understand that access to high quality teaching enables children to thrive beyond our school
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	Upskilling of staff to meet the needs of all children and ensure high quality, inclusive teaching. We have a large proportion of children who have English as an additional language and/ or SEND; adapting lessons so that all children can access learning make progress across the curriculum is a high priority. <i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i> <i>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</i> https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 - EEF
2	Subject specific support in Maths where there is a whole school need and evidence of a gap between disadvantaged and non-disadvantaged children. <i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</i>
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills among disadvantaged pupils. These are evident from when the children start school in the early years foundation stage where Pupil Premium children will benefit from cohort interventions. A proportion of Four Swannes lowest 20% readers are pupil premium so require support through scheduled interventions for reading and phonics. Reading initiatives are clear although in a number of cases there is minimal support from home. Over 50% of our students have English as an additional language. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)
4	20% of pupil premium recipients are on our SEN register (including 4 children with EHCPs). These children face an increased vulnerability due to their compound disadvantage. It is important that we meet the individual needs of these children so that they can thrive and make progress at school. <i>The starting points for educating pupils with SEND are the same as for educating any other pupil:</i>

	• <i>an acceptance of diversity and of children's rights as set out in the UN Convention on Children's Rights</i> • <i>the importance of the environment in which and with which pupils and staff interact in shaping their development over time</i> • <i>the perspective that all pupils can learn, and that good teaching enables this.</i> <u>EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</u>
5	Attendance levels are having a direct impact on a proportion of disadvantaged children at Four Swannes with evidence of a widening gap. <i>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.</i> <i>Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding.</i> <i>Supporting schools to tackle the factors hindering socio-economically disadvantaged pupils' progress has never been more important. The gap in attainment between disadvantaged pupils and their classmates remains stubbornly wide, and more families are falling below the poverty line as a result of the cost-of-living crisis. Just over 2.2 million pupils were eligible for Pupil Premium funding in January 2023, an increase of around 2% on the previous year.</i> <u>Attendance and reading key barriers to disadvantaged pupils'... EEF (educationendowmentfoundation.org.uk)</u>

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
1. All teaching staff are able to deliver the highest quality teaching to pupils in both class based and intervention scenarios	A clear emphasis on a continuum of CPD for all staff using a range of training approaches, both internal and external. All teachers will have received a high level of training opportunities including further investment for all ECTs. High level SLT members to mentor both first and second year ECTs to ensure quality guidance and standards are being maintained. Robust assessment processes that identify the needs of each individual child, including advice from external professionals, whether disadvantaged or not. Development of the school's curriculum and planning to ensure that it meets the needs of Four Swannes Foundation subject leaders have received comprehensive support in order for them to have the confidence in driving their subject forward.

	Lessons are routinely adapted to include children with SEN and who have English as an additional language. Language interventions, such as NELI, in place to assess and support children's language development in Early Years and KS1 Continued investment in receiving support and guidance from HfL Teaching and Learning advisors in both English and Maths
2. Improvement in engagement in Maths throughout the school leading to improved progress and attainment at the end of KS2	Quality of Maths teaching is of a high standard and maintained with teachers using a high volume of resources to support pupils. Subject leadership is strong and Maths is a whole school priority. Parents/guardians are included in the emphasis with workshops delivered on a half termly basis. HfL Maths Teaching and Learning investment to support vision of subject lead to ensure Maths has external advice and guidance. New scheme of work and fluency initiatives are embedded into the Maths curriculum approach with timetabled activities consistently delivered. Maths interventions are delivered by SLT members to KS2 children supporting improved outcomes (at least in line with national outcomes 75%). The Maths attainment outcomes of PPG children who do not have SEN are at least in line with their peers by the end of 2026/27. Data evidence (Arbor Easy Tracking) shows improved outcomes for all disadvantaged children against prior attainment.
3. Improved oral language skills, which underpin phonics, reading and writing learning, among all pupils	Improved reading attainment among disadvantaged pupils in the phonics screening check Improved reading attainment among disadvantaged pupils at the end of Key Stage 1 Improved reading attainment among disadvantaged pupils at the end of Key Stage 2 Phonics screening check outcomes in July 2026 show that 50% of disadvantaged pupils in taking the check in Y1 and retaking in Y2 met the expected standard KS1 reading outcomes in July 2026 (internal data) show that 55% of disadvantaged pupils met the expected standard KS2 reading outcomes in July 2026 show that 60% of disadvantaged pupils met the expected standard and all disadvantaged pupils made good progress from their KS1 assessment starting points By July 2026 outcomes will be broadly in line with or better than national averages
4. Children with SEND receive high-quality	Clear and robust process for identifying needs, including expert advice from external professionals (e.g. Speech and Language Therapists, Specialist Advisory Teachers)

teaching, as well as targeted and specialist interventions	Early intervention for those identified with learning needs, using expert advice and guidance. All teacher planning will show that learning has been adapted to support delivery of high-quality teaching for SEND/disadvantaged children. High-quality delivery of targeted and specialist interventions for specific children July 2026 internal data shows a closing of the gap in outcomes between SEND/disadvantaged children and non-disadvantaged Subject leaders will ensure that planning will include recognition of SEND/disadvantaged to comprehensively meet the needs of the curriculum
5. Improve attendance of disadvantaged pupils	In line with the expectation for all pupils, raise attendance for disadvantaged pupils to 97%. Engage with parents and guardians to emphasise the importance of attendance and the value it adds to learning opportunities. Develop a relationship with Hayley Walton, Local Authority Attendance Officer, to establish a support initiative on how to ensure improvements in attendance for our disadvantaged children. Summary table of responsibilities for school attendance (publishing.service.gov.uk) Children report a feeling of belonging and a sense of community. Positive relationships and attitudes are promoted by all throughout the school day, including playtimes.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Foundation subject leader training	Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020), second only to pupil background (OECD, 2015) and that	1, 2, 3, 4, 5

Follow-up inhouse TLA foundation subject training Subject moderations ECT mentorship and training	sustained access to high quality teachers is a significant challenge in England: 30% of teachers leave the profession within the first five years and 40% leave within 10 years (Long & Danechi, 2022). Recruiting and retaining high quality teachers in disadvantaged schools is a particularly urgent need (see also Tereshchenko et al., 2020 and House of Commons, 2017). TQLR-Protocol.pdf (d2tic4wvo1iusb.cloudfront.net)	
Intensive, bespoke support from senior leaders for planning and teaching.	As above	1, 2, 3, 4, 5

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

Budgeted cost: £66,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff delivering targeted interventions	The attainment gap in phonics between children eligible for free school meals and all other pupils has widened slightly, according to the latest Department for Education data. The phonics check is initially taken at the end of Year 1 and can be retaken at the end of Year 2. The proportion of poorer pupils reaching the expected standard dropped by 1% to 68% between 2016 and 2017. The percentage of children not on free school meals reaching the standard rose from 83% to 84%. James Turner, the EEF's Deputy Chief Executive, comments: <i>There has been some progress on closing the attainment gap in primary school so it is worrying that the latest data shows the gap for the phonics check widened slightly. We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don't achieve good literacy skills by the end of primary school are bleak. The best way to close the gap and improve literacy levels for all is through the better use of evidence: looking at what has –</i>	2, 3, 4, 5

	and has not – worked in the past to give the best chance of success in the future. Phonics attainment gap widens - EEF comment EEF (educationendowmentfoundation.org.uk)	
Targeted intervention resources (including NELI and EAL resources)	NELI: The efficacy trial of NELI in reception found that children who received the 20-week programme made, on average, two months of additional progress in their oral language skills, compared to those who did not receive NELI. Nuffield Early Language Intervention improves the language skills of children aged four to five through scripted individual and small group language teaching sessions. EAL Learning Resources (e.g. Learning Village, The Bell Foundation): The ability to speak English well has the greatest impact on EAL pupils' attainment. Our research shows that proficiency in English for this group explains between four and six times as much variation in achievement as gender, free school meals and ethnicity combined. Schools must be able to assess this accurately. The Bell Foundation (2024). <i>EAL: Our calls for change and the evidence - The Bell Foundation</i>. [online] The Bell Foundation. Available at: https://www.bell-foundation.org.uk/our-work/with-schools/evidence/ 'Proficiency in English was a powerful predictor of educational achievement, explaining 22% of the variation in educational achievement within the EAL group. In comparison, about 3–4% of this variation could be explained by other background factors such as gender, FSM eligibility, and ethnic group.' (Strand, S. and Hessel, A. (2018). <i>English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data</i>. [online] The Bell Foundation. Available at: https://www.bell-foundation.org.uk/app/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf.	

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

Budgeted cost: £27,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four Swannes has invested in the Wellbeing Quality Mark	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. Healthy Minds EEF (educationendowmentfoundation.org.uk)	5
Paying for transportation to school to support attendance. Supplying uniform for disadvantaged children. Cover costs for some disadvantaged children to attend breakfast club and afterschool club. Support transportation costs for disadvantaged children to and from school events Cover costs for enrichment trips for Pupil Premium eligible children Curriculum-based trips for Pupil Premium eligible children (e.g. Swimming lessons)	Commenting on the plans, Becky Francis CBE, Chief Executive of the Education Endowment Foundation, said: “This renewed focus and investment around improving attendance is welcome – we know that tackling pupil absence is a pressing issue for our schools, especially in the aftermath of the pandemic. “It’s also crucial to closing the socio-economic attainment gap. Our analysis shows that three quarters of schools see attendance as one of the main barriers to achievement for Pupil Premium eligible children. Healthy Minds EEF (educationendowmentfoundation.org.uk)	5
CHEXs – charitable based body that supports selected children and families from the school that are from a disadvantaged background	Our charity employs a team of highly trained family support workers to help both young people, parents and carers as well as the local community. We offer a series of unique projects from coaching, to outdoor projects in the community to help improve the lives of families living within Cheshunt,	4, 5

	Broxbourne and Waltham Cross in Hertfordshire. Our support is open to all families whose children live within the borough of Broxbourne or the surrounding areas. Currently we work within 13 of the local schools, and our support ranges from 1 to 1 parenting sessions, workshops, holiday activities and our award winning GROWTH programme which tackles mental health, confidence issues & so much more. CHEXS - Family Support charity based in Hertfordshire.	
OPAL (Outdoor Play and Learning), a mentor-supported school improvement programme to improve the quality of play.	‘Play facilities and a play-rich culture improve the health and wellbeing of children and families.’ PLAY - A Report by the All-Party Parliamentary Group OPAL - Outdoor Play and Learning - Research and Evidence	5

Total budgeted cost: £99,888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium strategy implemented during the previous academic year has had a positive impact on outcomes for disadvantaged pupils across the school. Targeted use of funding ensured that barriers to learning were effectively identified and addressed, enabling pupils to make good progress from their starting points.

Academic attainment for pupils eligible for Pupil Premium improved across core subjects, with the majority of pupils making at least expected progress, particularly in reading and mathematics. Carefully planned interventions, delivered by trained staff, were effective in closing gaps in knowledge and skills, and pupils demonstrated increased confidence and engagement in lessons.

Attendance for Pupil Premium pupils showed an improvement compared to the previous year. Targeted pastoral support, close monitoring, and strong communication with families contributed to a reduction in persistent absence. As a result, pupils were better able to access learning consistently and benefit from high-quality classroom teaching.

Social, emotional, and behavioural outcomes also improved. Pupils demonstrated greater resilience, improved self-esteem, and positive attitudes to learning. Investment in pastoral provision and enrichment opportunities supported pupils' well-being and helped them to feel included, valued, and motivated. Behaviour incidents involving Pupil Premium pupils decreased, and pupils were increasingly able to regulate their behaviour and form positive relationships.

Targeted support ensured that Pupil Premium pupils were able to fully participate in wider school life, including educational visits, extracurricular clubs, and enrichment activities. This broadened pupils' experiences, supported personal development, and contributed positively to engagement and aspiration.

Overall, the Pupil Premium funding was used effectively and strategically, resulting in improved academic outcomes, stronger attendance, enhanced well-being, and increased engagement for disadvantaged pupils. The success of the plan provides a strong foundation for future provision, and the school will continue to build on these strengths to further close attainment gaps and support pupils to reach their full potential.

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)

<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)

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 or recovery premium funding.