Pupil premium strategy statement – Even Swindon 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 Sept 2026 / June 2026 PP Allocations Doc	**Data**
Number of pupils in school	608 (574 YR to Y6)
Proportion (%) of pupil premium eligible pupils	22% (20%)
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)**	2025/26 to 2027/28 **2026/27 active**
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Rachael Smith *Headteacher*
Pupil premium lead	Naomi Sly *Deputy Headteacher*
Governor / Trustee lead	Caroline Roberts *Governor*

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£176,700
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£176,700

Part A: Pupil premium strategy plan

Statement of intent

As a significantly larger than average primary school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving that goal, irrespective of their starting points.

We will consider the challenges faced by all vulnerable pupils (as identified on our Learners Experiencing Disadvantage tool) such as those who have English as an additional language and/or Special Educational Needs, or those working with Social Care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are defined as disadvantaged or not.

High-quality teaching and positive relationships are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and methods best suited to meet their individual needs. High-quality teaching 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 sustained and 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. Our strategy is also integral to wider school plans for education, with the approaches we have adopted aligning with school development priorities to help pupils excel (see 2026/27 SDP). To ensure they are effective, we will:

- Ensure disadvantaged pupils have equitable access to all learning opportunities
- Ensure disadvantaged pupils have their individual learning and emotional needs met
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Observations and discussions with pupils suggest that a limited range of experiences is leading to disengagement with creative writing opportunities. Assessments in 2025 indicate that this is negatively impacting Writing attainment, where that of disadvantaged pupils is significantly below that of non-disadvantaged pupils, with the gap ranging from 2.6% in Y2 to 32.8% in Y5 at the end of 24/25; while attainment overall has increased in 25/26, there has been slower progress for disadvantaged pupils meaning the gaps have increased, ranging from 8% in Y3 to 43% in Y1. Writing data overall at the end of KS2 in 2025 was Ex: 59% (48.1% for PP) & GD: 3.2% (3.7% PP) and this has been declining year on year. Writing has brought our combined end of KS2 data down (Ex: 49.5% and 44.4% PP; GD: 0%). While writing data overall has

	increased in 2026, it has not seen a sustained increase for disadvantaged pupils, dropping at GD to 0% PP and Ex. combined to 26% PP.
3	Our school dynamics have changed, seeing increasing numbers of children with EBSNA, increasing numbers of referrals to external support services (such as BeU and Lighthouse) and increasing numbers of red cards and suspensions being given. These challenges particularly affect disadvantaged pupils, which is negatively impacting their Social, Emotional and Mental Health and their academic progress.
4	Our attendance data in Terms 1 and 2 of 25/26 indicates that punctuality among disadvantaged pupils is weaker than any other group of learners; the % of lates has been up to 2.61% higher than for non-disadvantaged pupils. While this has improved over time, the % of lates for disadvantaged pupils at the end of 25/26 is still, on average, 1.22% higher than for non-disadvantaged pupils. Our assessments and observations indicate that inconsistent punctuality is negatively impacting disadvantaged pupils' engagement in learning and their resulting progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved vocabulary will also be evident within writing (see outcome below).
Improved writing attainment among disadvantaged pupils.	Writing outcomes will increase year on year across the school, with over 70% reaching ARE in each year group by July 2028, and with the gap between disadvantaged pupils and non-disadvantaged pupils narrowing substantially from over 30% to less than 15%. KS2 writing outcomes will increase for all pupils and will contribute to a greater % of disadvantaged pupils meeting the combined expected standard, an increase from 44% in 2025 to over 50% in 2028.
To achieve and sustain improved relationships and consequent behaviours for all pupils in our school, particularly our disadvantaged pupils.	Incidents of higher-level behaviours which result in red cards and suspensions will reduce, particularly among disadvantaged pupils. There will be an increase in class participation from those with EBSNA, with staff better knowing their pupils' triggers for avoidance and how to support with these.
To achieve and sustain improved levels of punctuality for all pupils, particularly our disadvantaged pupils.	The % of disadvantaged pupils who are late to school will decrease and the gap between these pupils and other groups will significantly narrow from over 2.6% to less than 1% by July 2028; there will be a particular focus on Y3 and Y6 in the 25/26 academic year.

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: £79,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver a coherent professional learning programme, which is evidenced based, that builds knowledge, models effective practice, and provides time for rehearsal and reflection. Include regular review points so that training, rehearsal, and classroom practice are sustained across the whole school.	Supporting high quality teaching is pivotal in improving children's outcomes, with research telling us that high quality teaching can narrow the disadvantage gap. New initiatives and reforms, such as the Early Career Framework and the new National Professional Qualifications, recognise the importance of teacher quality and exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF_Effective_Professional_Development	1, 3
Teach a small number of positively framed expectations, routines, self-regulation and conflict-resolution skills explicitly and consistently. Use predictable relational practice, specific recognition, inclusive adaptations and proportionate consequences that repair relationships and protect learning time. Senior leaders to monitor the impact and support/adapt practices as required.	The EEF guidance Improving Behaviour in Schools recommends explicit teaching, consistent routines, positive reinforcement and assessment of behaviour. EEF social and emotional learning guidance and DfE Behaviour in Schools guidance support explicit skill development, inclusion and consistent implementation. EEF_Improving_Behaviour_In_Schools	3
Senior leaders will set a clear whole-school improvement plan for reading, writing and mathematics, with year group and subject leaders holding regular review meetings to track attainment, identify underperformance and agree next steps. Assessment information will be used to monitor progress across all year groups, with targeted support, curriculum adjustment and staff coaching put in place where pupils are not on track.	The EEF Teaching and Learning Toolkit and literacy guidance support structured writing instruction and targeted academic support based on accurate diagnosis. EEF guidance recommends maintaining access to high-quality classroom teaching and linking interventions directly to curriculum content.	1, 2

Implementation Indicators:

- *Consistent language used across school; learning walks show agreed practice*

- *Consistent approach to Restorative Conversations and how they are being recorded*
- *Participation in lessons and wider school life is tracked consistently*
- *Pupil progress is monitored closely in reading, writing and mathematics during Pupil Progress Meetings; staff identify pupils not on track and agree next steps where gaps are emerging*

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

Budgeted cost: £61,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use NELI with all pupils in our Reception cohort, with a particular focus on those who are identified as requiring some additional support	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. Oral language interventions can be an effective approach for disadvantaged pupils: EEF_Oral_Language_Interventions	1
Teachers and TAs to provide 1:1 and small group tuition, both within the school day and as extra-curricular clubs, to supplement teaching, particularly focusing on: • pupils with identified needs in vocabulary, narrative, sentence construction, listening and following instructions • specific barriers identified through assessment, such as spelling, handwriting, sentence construction, vocabulary, paragraphing or editing. Use explicit explanation, modelling, guided practice, immediate feedback and planned transfer to independent classwork.	Small group tuition (defined as one teacher or trained teaching assistant working with a few pupils together in a group) 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_Small_Group_Tuition Teaching assistants delivering targeted, high-quality, structured interventions to individual pupils or small groups show positive effects on pupil outcomes and can lead to improvements in pupils' attitudes to learning: EEF_Teaching_Assistant_Interventions One to one tuition approaches can enable 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. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar learning, overcome barriers to learning and increase their progress through the curriculum: EEF_One_To_One_Tuition Homework clubs can help to overcome barriers for pupils from disadvantaged backgrounds by offering pupils the resources and support needed to undertake homework and develop effective learning habits:	1, 2

	EEF_Homework The EEF Teaching and Learning Toolkit identifies oral language interventions as effective when they are structured, interactive and integrated with the curriculum. EEF guidance on special educational needs supports explicit instruction and graduated adaptations for communication needs.	
Provide targeted social and emotional learning, mentoring and individual behaviour plans based on functional assessment. Teach replacement behaviours and regulation strategies, while coordinating support with relevant stakeholders and supporting agencies.	EEF behaviour and social and emotional learning evidence supports targeted provision when it is structured, needs-led and connected to universal classroom practice. EEF guidance on special educational needs recommends identifying underlying needs and using a graduated response rather than relying on sanctions alone. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF According to figures from the DfE, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Knowing individual pupils well is important, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. EEF_Improving_Behaviour_In_Schools Both targeted interventions and universal approaches can have positive overall effects: EEF_Behaviour_Interventions Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills: EEF_Social_and_Emotional_Learning	3

Implementation Indicators:

- *Targeted support meets the needs of individual children; support will be matched to assessment information and reviewed termly for impact*
- *Leaders can show that support is adjusted in response to review evidence*
- *Participation in lessons and wider school life is tracked consistently*

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

Budgeted cost: £35,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders will embed a clear system for identifying disadvantaged pupils' needs, reviewing support and checking the consistency of provision across the school. Staff will use regular monitoring of attendance, engagement, behaviour and participation to inform timely adjustments, with findings discussed in pupil progress and safeguarding meetings.	DfE Pupil Premium guidance and the EEF Guide to the Pupil Premium emphasise evidence-informed diagnosis and individualised planning. DfE guidance expects schools to diagnose pupils' needs before selecting support. EEF guidance identifies accurate diagnosis, formative assessment and adaptive teaching as foundations for effective Pupil Premium provision.	1, 2, 3, 4
Establish a calm, consistent start to the school day, with a welcoming adult, efficient entry routines, clear expectations, and an accessible activity that pupils can begin independently. Ensure late-arriving pupils are welcomed discreetly and reconnect quickly with learning.	The Department for Education's Working together to improve school attendance guidance emphasises accurate recording, supportive cultures and early intervention. EEF behaviour guidance supports explicit routines, positive relationships, consistent responses and specific recognition of improvement.	3, 4
Offer free, targeted breakfast club where assessment identifies a relevant barrier, such as difficult morning routines.	Providing free meals may remove a barrier to school engagement for economically disadvantaged pupils. It is also possible that by receiving meals within the school environment pupils are incentivised to arrive at school in the morning for breakfast provision, which may, in turn, reduce the likelihood of lateness to lessons and increase the chance of good or improved attendance: EEF_Attendance Interventions Rapid Evidence Assessment The Department for Education's *Working together to improve school attendance* guidance emphasises shared responsibility, accurate data, strong relationships, early intervention and coordinated support. EEF evidence indicates that parental engagement is more effective when communication is positive, personalised and practical; breakfast provision should be evaluated rather than assumed to improve outcomes.	4
Disadvantaged pupils are proactively offered the opportunity to attend extra-curricular activities, with one club a term being available to them free of charge, and others being discounted. Personalised letters are sent	Extracurricular activities are an important part of education that may increase engagement in learning. There is intrinsic value in ensuring disadvantaged pupils access a rich and stimulating arts education, including more positive attitudes to learning and increased well-being, as well as having a positive impact on	2, 3, 4

to disadvantaged families offering a substantial discount for trips and other extra-curricular activities.	academic outcomes in other areas of the curriculum: EEF_Arts_Participation By providing additional physical activities, schools give disadvantaged pupils access to benefits and opportunities that might not otherwise be available to them, such as improved physical development, health and wellbeing, and attendance; it can also have a positive impact on academic attainment: EEF_Physical_Activity	
Contingency fund for acute issues	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.	All

Implementation Indicators:

- *Participation in lessons and wider school life is tracked consistently*
- *Attendance concerns are identified earlier and improvements seen in punctuality*
- *Consistent language used across school; learning walks show agreed practice*
- *Pupil progress is monitored closely during Pupil Progress Meetings; staff use Sonar reports and the LED to identify pupils who need additional support and agree next steps which are reviewed termly for impact*

Total budgeted cost: £176,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have drawn upon school data and observations to assess issues impacting disadvantaged pupils' performance during the previous academic year, particularly in relation to the key challenges we identified at the start of this strategy statement in December 2025.

Observations have shown that engagement in lessons has increased; planning scrutinies and lesson drop-ins show that teachers are placing a greater emphasis on vocabulary and the spoken word, which is having an impact on oral language skills as well as vocabulary used within writing. Writing outcomes have increased in all year groups in 2026, with attainment now being just below or in line with other schools in our Trust. Assessments in EY show an overall increase in Speaking attainment, with PP remaining stable, but a decrease in Listening, Attention and Understanding. This cohort did come with its challenges however, and the data is reflective of that. Improving oral language skills and vocabulary among disadvantaged pupils will continue to be a focus in to 26/27, although good progress is being made towards achieving this outcome.

Writing outcomes have increased in all year groups in 2026, with attainment now being just below or in line with other schools in our Trust. The attainment of disadvantaged pupils remains below that of non-disadvantaged pupils in all except one year group (Y2), with the gap ranging from 8% in Y3 to 43% in Y1 (although this is only reflective of 6 children in receipt of Pupil Premium funding). In 2026, KS2 Writing data at the expected standard has increased to 73% overall and 52% for PP. While it has increased overall at the GD standard to 7%, it has decreased to 0% for PP. Our combined end of KS2 data has increased overall to Ex: 56% and GD: 6% but PP data has fallen to Ex: 26% and GD has remained at 0%. It is positive that writing outcomes have increased overall, showing that our focus on the writing curriculum and its delivery has had a good impact; we now, in 26/27, need to continue building upon the progress made and focus more specifically on how to better meet the needs of our disadvantaged pupils.

Incidents of higher-level behaviours which result in red cards and suspensions have remained stable, although the support offered to several of these children has been escalated due to additional factors that have impacted upon their development and engagement. EBSNA has reduced, with more internal meetings taking place to ensure that all staff are more aware of the best ways to support individuals. Good progress is being made towards achieving this outcome, however achieving and sustaining improved relationships will continue to be a focus in 26/27, with more restorative conversations taking place to support the behaviours that are presented and reduce their frequency.

Data demonstrates that attendance rates overall have marginally decreased from last year, although still remain above national; PP attendance does still remain below non-PP attendance and that of all pupils, however support offered to several of these children has been escalated due to additional factors that have impacted upon their engagement with school. Punctuality among disadvantaged pupils continues to be weaker than any other group of learners, however it has improved since last year, with the % of lates being, on average, only 1.22% higher than for non-disadvantaged pupils. Improved relationships with families, and the focused discussions surrounding attendance and punctuality held each parents' evening, have had a positive impact. Achieving and sustaining improved levels of punctuality for all pupils, particularly our disadvantaged pupils, through positive relationships and continued monitoring, will continue to be a focus in 26/27, with a particular focus on Years 1, 4 and 5.

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)

How our service pupil premium allocation was spent last academic year
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 funding.

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

- EAL work: we will continue to develop our EAL provision within school through working parties (within school and across other schools) and by tracking the attainment of these learners as a group. We will also develop our relationships with EAL families through translation (including the translation feature on our website), holding parent sessions for language development and holding more community events.

- Adding to the role of attendance lead: newly appointed attendance lead to diagnose individual and family barriers, then provide proportionate support such as personalised communication, morning readiness provision, travel planning or pastoral transition plans. Our Pastoral lead will be notified accordingly and will work with families and external services where lateness is linked to anxiety, housing, transport, health or wider hardship.

- The Nursery Manager, one of our Reception teachers and the Headteacher are attending year-long CPD on early language, namely the Early Language Development Programme (ELDP), which is a DfE funded CPD course administered by the Ramsbury English Hub.