

Pupil premium strategy statement – Swanmore CE Primary School 2025-2026

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	408
Proportion (%) of pupil premium eligible pupils	13% (54 ch*)
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr. J. Paterson
Pupil premium lead	Mrs. K. Burdett
Governor / Trustee lead	S. Lee/B.Branson

Funding overview

Detail	Amount
Pupil premium funding allocation financial year 2024-2025 (April 2024-March 2025) FSM & Ever 6 - 49 @ £1,480 = £72,520 Looked after children - 4 @ £1,800 = £7,200	£79,720 *discrepancy in number of eligible pupils from above due to funding being based on census last year.
Pupil premium funding allocation financial year 2025-2026 (April 2025-March 2026) FSM & Ever 6 - 54 @ £1,515 = £81,810 Looked after children - 2 @ £2,630 = £5260	£87,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children achieve highly (socially, emotionally and cognitively) across all subjects irrespective of their backgrounds or the challenges that they may face.

Swanmore Church of England Primary School's Christian values of **honesty, love and respect** strive to develop children into **Motivated, Reflective** and **Curious** young people who **Persevere** along their journey towards **Independence (Mr. PIC)**. They aspire for the greatest achievement in all they do and seek to improve themselves and the world around them. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We recognise that the whole school community working together will achieve equality: pupils, staff, governors and parents/carers.

Our pupil premium strategy is based on strong educational evidence and forms part of our broader strategic improvement and implementation plan, which will improve provision for all pupils. Our approach is responsive to diagnosis of challenges and individual needs. We identify and consider the challenges faced by pupils that are more vulnerable in order to ensure success. Evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not. We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on High Quality Inclusive Teaching (HQIT) as well as Ordinarily Available Provision (OAP) available for all.

The following principles serve as the foundation of our strategy:

- **High Quality Inclusive Teaching (HQIT) and learning for all pupils**, ensuring pupils are supported to make good progress both academically, socially and emotionally.
- **Whole School Strategies** - we believe that there are **wider challenges** that children may face beyond academic achievements.
- **Targeted Academic Support** – each year group uses a provision plan to outline small group intervention linked to classroom teaching and learning.

This year we have extended our pastoral team to include an Emotionally Based School Avoidance (EBSA) lead as well as a Learning and Behaviour Mentor. Alongside this, we will continue our 'Swanmore Larder' to support families who may need help with food at home when times are challenging. We are committed to setting all our students on a pathway towards independence, fostering a lifelong love for learning and service to others through care, empathy and a deep sense of spirituality.

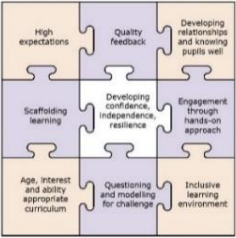
Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance.</p> <p>Analysis of attendance data indicates that attendance of children who are in receipt of pupil premium are more likely to be persistently absent compared with other demographic groups in Yr1-Yr6.</p>
2	<p>Attainment.</p> <p>Analysis of end of year outcomes indicates that although attainment across all core subjects is above national and Hampshire (EXS+) some disadvantaged pupils attain below that of other children in reading, writing and mathematics. Maths attainment is not yet currently in line with that of reading (focus of previous PP Strategy).</p>
3	<p>Learning Behaviours & Executive Function Skills.</p> <p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils require more support with developing positive learning behaviours and executive function skills (Working Memory, Thinking Speed, Flexible Thinking, Attention Control, Impulse Control, Emotional and Energy regulation).</p>
4	<p>High Quality Inclusive Teaching & Assessment for Learning (AfL).</p> <p>Assessments, observations, and discussions with staff suggests that there is not a consistent and shared understanding of what is understood by 'High Quality Inclusive Teaching'. This is leading to inconsistencies seen within teaching and learning across the school, especially surrounding the use of assessment for learning and feedback, which was identified within our latest OFSTED report as an area for development.</p>
5	<p>Social, Emotional and Mental health of staff, pupils and families.</p> <p>Only 45% of children who receive PP funding were able to talk about their strengths with staff noticing that Adverse Childhood Experiences (ACEs), low self-esteem and seeking control being the top three identified reasons for disruptive behaviour within the classroom. 75% of staff stated that their own mental health and wellbeing had been affected by the behaviours and additional needs of children within their classrooms.</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
<p>Increase in attendance percentages and a reduction in persistent absence.</p>	<ul style="list-style-type: none"> • Increase in attendance for children who are in receipt of pupil premium funding. • Reduction in persistent absence. • Reduction in fines being issued. • For PA to reduce to <12% 23-24 14.6% (Nat 17.1%) (SDP)
<p>Increase in evidence of children showing our whole school learning behaviours.</p>	<ul style="list-style-type: none"> • Children can recall our Mr. Pic learning behaviours (pupil voice) and these are on display within all classrooms. • An increasing number of children show these skills within classrooms (Learning Walks).
<p>There is a clear understanding (amongst teachers and support staff) of 'High Quality Inclusive Teaching' based on Natalie Packer's jigsaw model.</p> 	<ul style="list-style-type: none"> • There is a clear and shared understanding amongst all teaching and support staff of what High Quality Inclusive Teaching is. • Evidence of all areas within all KS1 and KS2 classrooms with a particular focus on 'quality feedback' using AfL strategies, e.g. flexible grouping. • Combined attainment (R/W/M) 65% ARE+.
<p>Improved writing outcomes among disadvantaged pupils. KS2 writing outcomes in 2023/24 show that the majority of disadvantaged pupils do not meet the expected standard or make progress related to starting points (see 'Outcomes below').</p>	<ul style="list-style-type: none"> • The gap is closing between pupil premium and non-pupil premium within writing attainment. • Increase in % of children reaching at least EXS compared with previous years. • 'Previous learning is being used to focus future lessons' for all pupils. (OFSTED 2023)
<p>Improved mathematics outcomes among disadvantaged pupils. KS2 mathematics outcomes in 2023/24 show that the majority of disadvantaged pupils do not meet the expected standard or make progress related to starting points (see 'Outcomes below').</p>	<ul style="list-style-type: none"> • The gap is closing between pupil premium and non-pupil premium within maths attainment. • Increase in % of children reaching at least EXS compared with previous years. • 80% + to achieve 21+ marks in Y4 Multiplication Tables Check. • 'Previous learning is being used to focus future lessons' for all pupils. (OFSTED 2023)
<p>High standards of social and emotional literacy is available for parents, children and staff, promoting positive learning behaviours and good mental health and wellbeing for all.</p>	<ul style="list-style-type: none"> • Reduction in staff absence since 2023-2024. • Reduction in staff turnover since 2023-2024. • Children know what they can do to manage their social and emotional wellbeing and who to turn to for support. • Staff questionnaires shows that they feel well-supported with their mental health and wellbeing. • The majority of parents feel that there is a high standard of social and emotional literacy that their family can access.

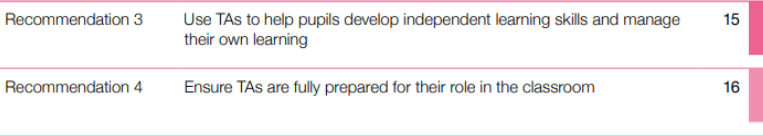
Activity in this academic year 2025-2026

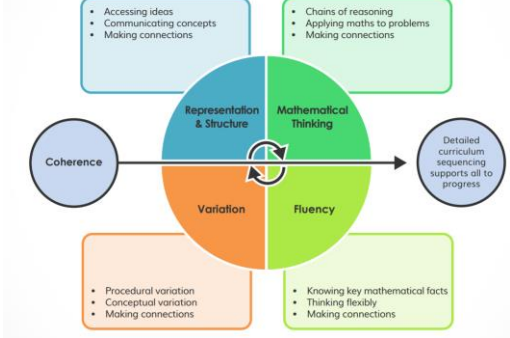
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</i></p> <p>EEF Social and Emotional Learning.pdf Improving Social and Emotional Learning in Primary Schools EEF</p> <p><i>Whole-school teaching of Zones of Regulation gives children an increased self-awareness and social and emotional skills. It gives them a common language for communication, problem solving and emotional understanding. Children spend more time learning within a healthier, more inclusive school environment. This will integrate key 'Tricks' from our existing 'Trickbox' programme that children have already started to adopt.</i></p> <p>Self-Regulation Curriculum The Zones of Regulation</p> <p><i>The Empowerment Approach is an innovative, research-based approach to support children and young people, who are anxious or withdrawn; who struggle with unhelpful and risky behaviour; or who find school a challenge. It is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches. The approach also sets out a very practical methodology for addressing children's difficulties on a day-to-day basis. It is underpinned by strong relationships between adults and young people. Relationships characterised by positive communication; mutual respect and listening to understand the young person's experience.</i></p> <p>https://www.changingchances.co.uk/empowerment-approach/</p> <p>https://sen.hias.hants.gov.uk/pluginfile.php/3091/mod_resource/content/0/IOW_TSEND_Conference_Programme_Interactive.pdf</p> <p>Changing Chances - Home</p> <p><i>The Team Teach toolkit approach gives practical de-escalation and intervention strategies you can use to minimise risk and conflict safely and respectfully in your setting. Build individual's confidence and expertise so everyone knows how to support behaviour appropriately and consistently'.</i></p> <p>Behaviour Support Training Team Teach - Team Teach</p>	<p>1,2,3,4,5</p>

<p>Supervision with experienced practitioner for pastoral team and 1:1 support staff to improve outcomes for children with SEMH need.</p>	<p><i>'Jenny Jones has worked in education for over 30 years; eleven of these years were spent as a headteacher. Jenny has completed an accredited safeguarding supervision course, through Safeguarding Network, to enable her to offer support and solution focused planning to staff in schools. She has also provided coaching for headteachers. For 1:1 staff it provides an opportunity to talk through situations the staff member is involved with, analyse and reflect on the behaviours and outcomes being seen and action plan to improve the situation in the future.'</i></p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p>	<p>1,3,5</p>
<p>Coaching with experienced practitioner for SENDCo & Inclusion lead.</p>	<p><i>'With 25 years of experience in Education and Special Educational Needs and Disabilities (SEND), Chris has developed a deep understanding of how to support and inspire individuals'. My mission is to inspire growth, resilience, and leadership through tailored coaching.</i></p> <p>Leadership Chris Day Coaching</p>	<p>2,5</p>
<p>Leadership Development 'Growing Leaders' with Jonathan Hannam.</p>	<p>The packages will challenge schools to move forward through building leadership capacity and developing high quality whole school curriculum and pedagogy.</p> <p>https://www.jonathanhannam.co.uk/coaching</p>	<p>2,4,5</p>
<p>P4C Whole School CPD with Jonathan Hannam.</p>	<p><i>'P4C is a powerful approach to develop children's thinking skills, which has been practised in over 60 countries worldwide for 30 years. In independent studies it has been shown to have a significant impact on pupil's attainment and emotional wellbeing. A recent EEF study showed that pupils regularly engaging in P4C could boost maths and reading progress by 2 months and for disadvantaged children this jumped to 3 months for maths, 4 months for reading and 2 months for writing. Here is a link to thereport'</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children/</p>	<p>2,3</p>
<p>Support from Tor Flynn (HIAS – Tackling Educational Disadvantage).</p>	<p><i>'Unsurprisingly many actions emphasise the need to increase consistency of high quality inclusive teaching (HQIT) and to identify what should be ordinarily available in every classroom to meet the needs of vulnerable pupils. Schools are encouraged to define what is meant by HQIT in their context so that a shared understanding can be developed across the school. Targets also emphasise the need to ensure HQIT is prioritised over interventions as the prime driver of progress and success for vulnerable pupils'</i></p> <p>Vulnerable Pupil School Visits Report June 2024 (Pg.6)</p>	<p>2,3,4,5</p>
<p>Training for new EBSA lead as well as continued professional development for Learning & Behaviour Coach. <i>ELSA conference. EBSA training. Trauma informed training. Team Teach.</i></p>	<p><i>'School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school'.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>  <p><i>Making Best Use of Teaching Assistants (2021)</i></p> <p><i>'Staff knowledge of attachment and trauma and how to support behaviour is a clear need'.</i></p> <p>Vulnerable Pupil School Visits Report June 2024 Pg.15</p>	<p>1,3,5</p>
<p>Develop High Quality Inclusive Teaching through a Mastery approach for mathematics. Support from HIAS (Rebecca Vickers).</p>	<p><i>'Think about the pupils in your class who struggle with maths. What are the barriers to their learning? Some pupils have gaps in their knowledge and others might misunderstand core concepts such as place value. Others struggle because they have a special educational need or disability (SEND). Inclusive high-quality teaching is the first step in responding to pupils'</i></p> <p>https://mathsnoproblem.com/blog/learner-focus/send-inclusion-jigsaw-teaching-strategy</p>	<p>2,3,4</p>

	<p style="text-align: center;">Teaching for Mastery Five Big Ideas</p>  <p style="text-align: center;">Five Big Ideas in Teaching for Mastery NCETM</p>	
<p>Develop High Quality Inclusive Teaching in English with a particular focus on increasing writing fluency and attainment with support from HIAS. (Owen Tromans).</p>	<p><i>'Unsurprisingly many actions emphasise the need to increase consistency of high quality inclusive teaching (HQIT) and to identify what should be ordinarily available in every classroom to meet the needs of vulnerable pupils. Schools are encouraged to define what is meant by HQIT in their context so that a shared understanding can be developed across the school. Targets also emphasise the need to ensure HQIT is prioritised over interventions as the prime driver of progress and success for vulnerable pupils'</i></p> <p>Vulnerable Pupil School Visits Report June 2024 (Pg.6)</p>	2,3,4
<p>Develop High Quality Inclusive Teaching through exploring principles of effective assessment through flexible lesson modelling. (Chris Cheal – Assessment Advisor).</p>	<p><i>'Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:</i></p> <ol style="list-style-type: none"> 1. Set learning intentions (which feedback will aim towards); 2. Assess learning gaps (which feedback will address). <p>EEF: Teacher Feedback to Improve Pupil Learning 2021</p>	2,3,4
<p>Refine Pupil Progress Review Meetings to include small measurable targets to embed.</p>	<p><i>'Actions highlight the need for these meetings to take place more regularly and to be structured and sequenced more strategically so that they impact on practice and provision. Notes reference the need for Venn diagrams to inform conversations, for targets to be 'SMART', and to ensure actions are followed up through learning walks, book looks and conversations with pupils'.</i></p> <ul style="list-style-type: none"> • Use a wide range of data forensically to inform the PP strategy and provision for cohorts and individuals. • Ensure data is easily accessible and understood by all, avoiding duplication. • Share best practice in effective PPRMs. • Leaders must ensure actions from PPRMs are followed up and evaluated effectively. <p>Vulnerable Pupil School Visits Report June 2024 pg.14 HCC (April 2025) Pupil Progress Review Guidance.</p>	1,2,3
<p>All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach to <i>High Quality Inclusive Teaching</i>.</p>	<p><i>"Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class" (Education Endowment Foundation website)</i></p> <p><i>"With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future."</i> (Education Endowment Foundation website)</p>	2,3,4

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

Budgeted cost: £35,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group & 1:1 Tutoring (Experienced KS2 teacher SD)	<p>Tutoring is one of the most effective ways to plug gaps and raise maths attainment, but you need to be sure you're choosing a provider who understands what's most important to your school. National Tutoring Programme (NTP) grant funding: conditions of grant for 2022 to 2023 academic year - GOV.UK (www.gov.uk)</p> <p>EEF: post-pandemic, there may be children in need of additional support with their learning.</p> <p>When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful. Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
Regular Readers 4 x Weekly (Support Staff) Lunch support staff to stay 1.5hrs after lunch to ensure all pupils below ARE are heard reading regularly (3x each week at KS2 & 4x each week at KS1) by a trained adult in school.	<p>"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies"</p> <p>(Education Endowment Foundation website)</p>	2,5
Precision Teaching (TA) Newly introduced intervention so that children can work on target areas and have opportunities to overlearn and revisit.	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3,4,5
Sensory Circuits (TA led) Intervention in response to feedback from teachers.	<p>Sensory Circuits is a set of activity stations that are designed to stimulate various sensory integration systems for children who find the school learning environment challenging.</p> <p>Continuing Professional Development Education and learning Hampshire County Council</p>	3, 5
Times Tables Champions and Buddies (Yr6 pupils). Weekly older/younger pupil mentoring to provide regular practice of multiplication targets.	<p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2,3,4
Lunchtime Skills Provision with EBSA lead (KS1)/ SENCo (KS2).	<p>Executive Function Skills are essential to success in education, in daily life and ultimately in the workplace. Virtually every child who is struggling at school will have weaker skills in at least one of these areas, and often in several of them. Pg. 85</p> <p>Messenger, K (2023) <i>Curious Not Furious</i>.</p>	3,5

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

Budgeted cost: £46,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
New EBSA Home-School Support Worker.	<p><i>The original West Sussex guidance was based on the current evidence base of the factors which are associated with positive outcomes. These include:</i></p> <ul style="list-style-type: none"> • intervening early • working with parents and school staff as well as the young person • working in a flexible manner paying attention to the individual case and function served by non-attendance • emphasising the need for rapid return to school alongside good support and adaptations within the school environment. (Baker & Bishop, 2015) <p><i>EBSA-good-practice-guidance</i> https://leadership.hias.hants.gov.uk/pluginfile.php/8169/mod_resource/content/1/EBSA-good-practice-guidance.pdf</p>	1,5
Early morning (8:30am) Colouring & Crafts Club run by two members of pastoral team.	<p><i>The DfE early adopter scheme launched in April 2025 with 750 schools nationally. This test and learn phase is demonstrating that this approach works, with schools already reporting benefits including:</i></p> <ul style="list-style-type: none"> • improved punctuality and attendance • a calmer environment during the school day ensuring children are ready to learn <p>Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026 - GOV.UK</p>	1,5
Allocated attendance officer. Fortnightly meetings with headteacher. Feedback at Curriculum & Standards.	<p><i>'Schools to focus on the attendance of vulnerable groups. Schools to develop a deeper understanding of their vulnerable cohorts, ensuring vulnerable pupil strategies reflect the specific context of the school. We need to hear pupils' and parents' voices more, engaging them in conversations about provision, particularly at points of transition. Schools to celebrate successes of pupils as well as identifying challenges to overcome'.</i></p> <p><i>Vulnerable Pupil School Visits Report June 2024 pg.12</i></p> <p><i>Working together to improve school attendance - GOV.UK (www.gov.uk) DfE recognises link between excellent school attendance and educational outcomes. Attendance data must be rigorously scrutinised to identify patterns of poor attendance to work with parents to resolve them before they become entrenched.</i> https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1
Learning & Behaviour Coach Focused workshops teaching missing skills and supporting identified need (5C needs).	<p><i>'When we use the word 'behaviour' we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils' 'learning behaviours'. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated and determined to succeed.</i></p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</p>	2,3,5
ELSA support. (2 x experienced ELSAs both EBSA trained).	<p>DfE widely recognises that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	3,5
Lunchtime Activ360 support.	<p>'Porter (2019) states that the physical and mental health is of higher importance to that of academic achievement. In addition, she states that all physical activity is vitally important from the release of important endorphins, to reducing the stress response of cortisol and adrenaline in the body as well as improving self-esteem which is also supported by Rendle and Messenger (2023) and research by EEF (2021b).</p>	5

	Porter, T (2019) <i>The Key To Good Mental Health? Physical Activity</i> . Available at: https://www.tes.com/magazine/archive/key-good-mental-health-physical-activity [Accessed 29 May 2024] Rendle, A and Messenger, K (2023) <i>Curious Not Furious</i> . Gloucestershire, Ember.	
Trickbox Playleaders.	What is the Trick Box Team programme? <i>The Trick Box Team programme is designed to help individuals to develop their strengths and interests and grow in personal confidence through a range of team-based opportunities which contribute to the whole school community. According to neuroscience research, mood boosting neurochemicals dopamine, serotonin and oxytocin are released when we 'give' or help others and there is also a reduction in cortisol which is released during stress responses. Serotonin is also connected to sleep, digestion, memory and learning, dopamine to motivation and oxytocin to increased bonding and empathy.</i> https://trickbox.co.uk/	3,4
Enrichment Afternoons.	<i>Enrichment has a well proven impact on mental and physical health and wellbeing, learning and development, positive relationships, confidence and a sense of belonging – all of which are also proven to be associated with higher school attendance.</i> Beyond-the-classroom-enrichment-report-1.pdf Enrichment programmes are key to solving school attendance crisis, new research shows - The Duke of Edinburgh's Award	3,5
'Back to Basics' support for parents via 1:1 support from EBSA and via school newsletters.	<i>'Having strong social relationships, being physically active and being involved in learning are all important influencers of both well-being and ill-being. By contrast, the processes of giving and becoming more aware have been shown to specifically influence well-being in a positive way. A combination of all of these behaviours will help to enhance individual well-being and may have the potential to reduce the total number of people who develop mental health disorders in the longer term.'</i> A report presented to the Foresight Project on communicating the evidence base for improving people's well-being Written by: Jody Aked, Nic Marks, Corrina Cordon, Sam Thompson Microsoft Word - Five ways to well-being the evidence.doc	5
Designated School Mental Health Lead	https://www.gov.uk/guidance/senior-mental-health-lead-training Training will support senior mental health leads to develop and implement a whole school or college approach to mental health and wellbeing. They must start their training by 31 March 2025.	5
Subsidised music tuition	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	2,3,5
Swanmore Larder Monthly 'pop-up foodbank' in school which supports the local Meon Valley FoodBank	The Trussell Trust identified a range of factors that may be triggers for needing food aid. EEF- this will reduce pupil hunger and increase overall pupil health. Improvement in health and reduction in hunger is hypothesised to improve pupil concentration and behaviour, and increase the productivity of the learning environment	5
Subsidised residential visits	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation." (Education Endowment Foundation website)	5

Total budgeted cost: £87,070

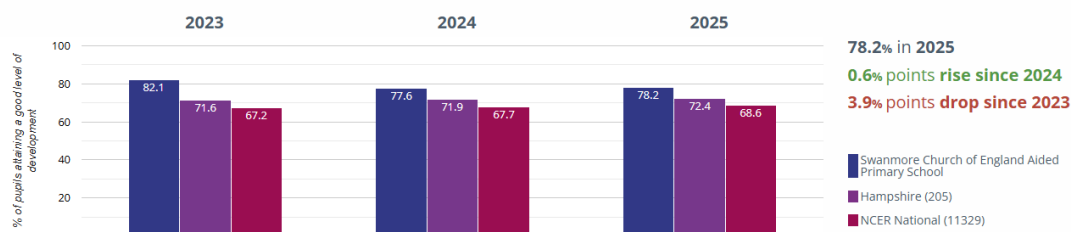
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

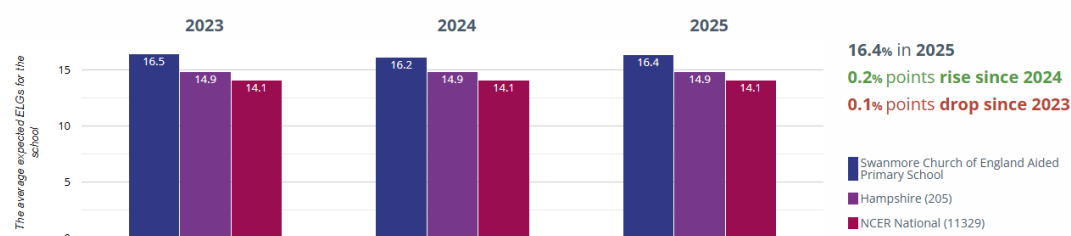
2024-2025 Result

EYFS

★ Good Level Of Development



📈 Average number of early learning goals at expected level per child



Good Level of Development

- 78.2% 43/55 children (21/27 children in Wrens & 22/28 in Robins) achieved a (GLD) Good Level of Development 'expected' in all three prime areas plus Literacy and Maths. 21.8% children did not achieve GLD (12 children 6 in each class 3 of these children were in receipt of pupil premium funding).

Reading

- 94.5% children achieved Reading ELG (3 children in Robins 5.5% did not get reading which included 1 child in receipt of Pupil Premium funding)

Writing

- 81.2% children achieved writing ELG (10 did not get writing 18.8% - 6 in Robins 4 in Wrens, 3 of whom are in receipt of Pupil Premium funding)

Number

- 87.2% children achieved number ELG (7 did not get number 12.7% - 3 in Robins & 4 in Wrens. 2 of which are in receipt of Pupil Premium funding)

Number Pattern

- 91% children achieved number ELG (5 did not get Number pattern 9% - 3 in Robins & 2 in Wrens, 2 of whom are in receipt of Pupil Premium funding)

LAU

- 98.2% children achieved PSED ELGs (1 child 1.8% in Robins)

Speaking

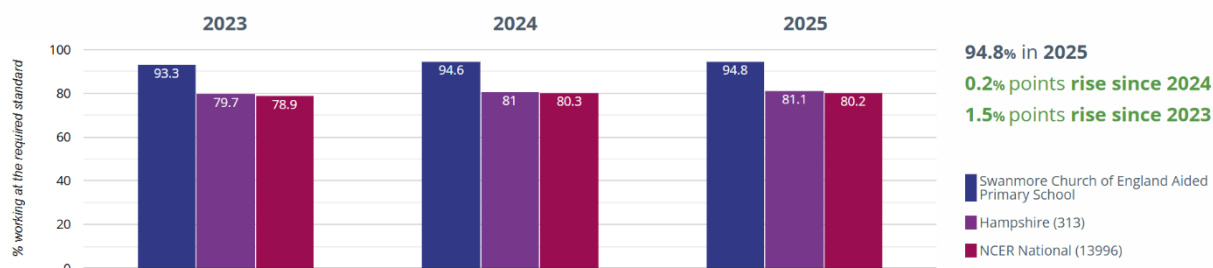
- 98.2% children achieved PSED ELGs (1 child 1.8% in Robins)

Overall Cohort Attainment for GLD

Aspect	Emerging No. %	Expected No. %	PP=4 Forces=3 LAC=0
Listening & Understanding	1.8%	98.2%	100% 100%
Speaking	1.8%	98.2%	100% 100%
Reading	5.5%	94.5%	75% (3/4ch) 100%
Writing	18.8%	81.3%	25% (1/4ch) 100%
Number	12.7%	87.2%	50% (2/4ch) 100%
Number Pattern	9%	91%	50% (2/4ch) 100%
PSED	0	100%	100% 100%

KS1 Phonics

Year 1: Working At



Phonics Y1 2025	EXS (2024 in Brackets)	
	No. of children who passed	% passing
FSM/Ever6	4/4 (2/4)	100% (50%)

Phonics Y2 2025	EXS (Previous Year in Brackets)	
	No. of children who passed	%
FSM/Ever6	6/10 (1/2)	*60% (50%)

The percentage of children attaining expected levels of attainment in phonics has increased compared with last year in both Year 1 and Year 2.

End of KS1 Outcomes (July 2025)

KEY STAGE 1 RESULTS 2025: Combined R/W/M – 63%

Hants 2025 N/A National N/A

Hants 2024 N/A National N/A

Hants 2023 61% National 56%

Year 2 24-25	WWKS/WTS		EXS		GDS		EXS+	Hants	National
	No.	%	No.	%	No.	%	%	%	%
Reading	14	23	29	47	19	31	75	There is no national data for end of KS1 for 2025	
Writing	15	24	40	65	7	11	71		
Maths	12	19	34	55	16	26	75		
Cohort = 62 children Combined:							EXS+=63% GDS= 5%		

At KS1, reading and maths attainment is in-line at EXS+. Writing attainment remains lower by 4%. Combined percentages have dipped compared with the previous year (23-24: EXS+ 81% & GDS 12%).

FSM/ EVER6/LAC (10 ch)	EXS+ (Previous Year in Brackets)		GDS (Previous Year in Brackets)	
	No. of ch.	%	No. of ch.	%
Reading	4/10 (7/10)	40 (70)	0/10 (2/10)	0 (20)
Writing	3/10 (6/10)	30 (60)	0/10 (1/10)	0 (10)
Maths	3/10 (6/10)	30 (60)	0/10 (0)	0 (0)

At the end of KS1, there was reduction in the number of children who attained EXS+ compared with last year. 6/10 of these children are currently receiving support from our pastoral team with SEMH needs.

Services (1ch)	EXS+ (Previous Year in Brackets)		GDS (Previous Year in Brackets)	
	No. of ch.	%	No. of ch.	%
Reading	1/1 (4/4)	100 (100)	0/10 (3/4)	0 (75)
Writing	1/1 (4/4)	100 (100)	0/10 (1/4)	0 (25)
Maths	1/1 (4/4)	100 (100)	0/10 (3/4)	0 (75)

At the end of KS1, all service children continue to attain EXS+. No children attained GDS.

End of KS2 Outcomes (July 2025)

KEY STAGE 2 RESULTS 2025: Combined R/W/M - 57% (64%)

Hants 2025 61% National 62%

Hants 2024 60% National 61%

Hants 2023 60% National 60%

Year 6 24-25 (60 Ch)	WWKS/WTS		EXS		GDS		EXS+	Hants	National	
	No.	%	No.	%	No.	%	%	%	%	
Reading	19	32	25	42	17	28	70	75	75	
Writing	17	28	37	43	5	8	70	72	72	
Maths	16	27	32	53	13	22	75	74	74	
Cohort = 60 children							Combined:	EXS+=57%	61%	62%
							GDS=7%			

- At KS2, reading and writing attainment are in line but below National and Hampshire. Maths attainment is above Hampshire and National and has increased by 5% compared with the previous year (70%).
- Raising writing attainment, especially for children in receipt of PP funding remains the focus for this academic year.

KEY STAGE 2 RESULTS 2025: Children in receipt of additional funding.

FSM/ EVER6 15ch. (23-24:7ch)	EXS+ (Previous Year in Brackets)	
	No. of ch.	%
Reading	7/15 (2/7)	47 (29)
Writing	5/15 (1/7)	33 (17)
Maths	8/15 (1/7)	53 (17)

In reading, 3 children attained a standardised score of 99 which was their highest score in Yr6 but not enough to reach EXS+.

Services	EXS+	
	No. of ch.	%
Reading	4/4 ¾ attained GDS	100
Writing	3/4 ¾ attained GDS	75
Maths	4/4 ¾ attained GDS	100

Wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing (contextual information for ch. who did not reach EXS+):

- The number of children in receipt of PP funding within Yr6 compared with the last 2 years has more than doubled. (23-24 = 7ch, 24-25 = 15ch).
- Attendance was below 90% for 7/15 children. Average attendance = 87%
- Two children attended school on a part-time timetable at the start of Yr6. One child returned to full-time timetable and attained GDS in reading and maths. The other child did not receive any further suspensions within the summer term and attended the 6 - week transition programme to Secondary School.
- Two children joined half way through Yr5 and another at the start of Yr6.
- Lower prior attainment at Key Stage 1 (KS1) was as follows:
8/15 children attained WTS at KS1 in reading.
9/15 children attained WTS at KS1 in writing.
8/15 children attained WTS at KS1 in maths.

Pupil Premium vs. Non. Pupil Premium (Whole School)

Combined RWM national disadvantaged 47%, not disadvantaged 69%

Reading national disadvantaged 63% not disadvantaged 81%

Writing national disadvantaged 59% not disadvantaged 78%

Maths national disadvantaged 60.5% not disadvantaged 79.8%

(source: DAIT, run 6/7/25, as provided by DfE)

SUMMER TERM ATTAINMENT 2025

PP/Non PP (%)		Reading		Writing		Maths		Combined	
		PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
1	ARE+	100	85	100	80	75	87	75	80
4 chn	GDS	25	19	0	7	0	25	0	4
2	ARE+	46	84	44	82	44	84	27	80
11 chn	GDS	0	37	0	10	0	28	0	14
3	ARE+	69	81	62	79	69	87	62	79
13 chn	GDS	39	51	15	26	23	34	8	21
4	ARE+	64	79	57	76	57	76	50	71
14 chn	GDS	21	53	0	24	0	36	0	22
5	ARE+	58	87	25	83	42	83	25	76
13 chn	GDS	16	49	8	17	8	44	8	11

	Difference between PP and Non PP EXS+			
	Reading	Writing	Maths	Combined
Year 1	15	20	12	5
Year 2	38	38	40	53
Year 3	12	17	18	17
Year 4	15	19	19	21
Year 5	29	58	41	51
* Green shows PP higher than Non PP				


- At KS1, the largest difference is within Yr2 (currently Yr3 cohort).
- At KS2, the largest difference is within Yr5, especially in writing (currently Yr6 cohort).

Part B: Review of outcomes in the previous academic year (12/25)

Pupil premium strategy outcomes

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

Activity	Evidence that supports this approach	Impact
Kit Messenger Training -'The Empowerment Model' for five members of staff (network group)	<i>'Kit is a former head teacher with over thirty years' experience working with children and young people. She is the co-author of 'Curious Not Furious' and the founder and Co-Director of Changing Chances. Many methods, used ubiquitously in schools, can lead to a rollercoaster of improvements and subsequent setbacks for some of our most vulnerable students, with the child's difficulties often showing little or no improvements year on-year. Combining neuroscience, psychology, education and coaching, Kit presents methods which maintain high expectations of all students whilst recognising the genuine needs and difficulties of some; an approach which combines rigour and clear structure along with a spirit of support for all young people.'</i>	All five members of staff across the school attended training and formed a network group to begin to review our current approach to behaviour.
Kit Messenger Training 'The Empowerment Model' whole school INSET.	<i>Combining neuroscience, psychology, education and coaching, Kit presents methods which maintain high expectations of all students whilst recognising the genuine needs and difficulties of some; an approach which combines rigour and clear structure along with a spirit of support for all young people.'</i> https://sen.hias.hants.gov.uk/pluginfile.php/3091/mod_resource/content/0/IOW_TSEND_Conference_Programme_Interactive.pdf	Whole School INSET cluster event attended by all staff to begin to support children with the approach. Approach shared with SLT and evaluation of current approach used to inform agreed action plan. Current behaviour policy reviewed alongside Leslie Marwick (The Empowerment Approach) to begin Sept 2025. Agreed display materials for Sept.
Review of Learning Behaviours (Mr. Pic)	'Schools to raise the profile of the importance of learning behaviours and executive functioning, ensuring these skills are explicitly taught and assessed'. <i>Vulnerable Pupil School Visits Report June 2024 pg. 15</i>	Mr. PIC Learning Behaviours on display within all classrooms for all to refer to. School mascot (MR.PIC) designed as a reminder and Superstar assembly

		certificates updated to reflect learning behaviours.						
Health & Wellbeing CPD with Jonathan Hannam.	<p>Five key drivers of workplace wellbeing</p>  <p>https://whatworkswellbeing.org/wp-content/uploads/2023/03/Improving-staff-wellbeing-in-schools-and-colleges-updated-graphics-Oct-2023.pdf</p>	A programme of Health and Wellbeing sessions were delivered for all staff (3 sessions).						
SLT Coaching with Jonathan Hannam.	<p><i>'Coaching can support individual and team development and therefore school improvement. It can be used to support performance management, improving the quality of teaching and learning and also to maximise professional learning from courses and training. It also helps pupils have truly personalised learning and removes barriers to learning in a deeper and more sustainable way than other approaches'.</i></p> <p>https://www.jonathanhannam.co.uk/coaching</p>	All members of SLT attended coaching sessions with Jonathan throughout the year. Action points set and reviewed throughout the year to support outcomes for children.						
P4C CPD with Jonathan Hannam	<p><i>'P4C is a powerful approach to develop children's thinking skills, which has been practised in over 60 countries worldwide for 30 years. In independent studies it has been shown to have a significant impact on pupil's attainment and emotional wellbeing. A recent EEF study showed that pupils regularly engaging in P4C could boost maths and reading progress by 2 months and for disadvantaged children this jumped to 3 months for maths, 4 months for reading and 2 months for writing. Here is a link to the report'</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children/</p>	2 x INSET training days for all staff as well as follow up observations of Jonathan teaching sessions in Jan. Further coaching took place with lead teachers. Additional resources shared with teachers and P4C mapping drafted across the school. Further training and monitoring planned for 25-26 to embed. P4C observed taking place within all year groups, positive engagement from children and positive feedback from children and teachers.						
Developing Behaviour & Learning Coach CPD: -ELSA conference. -Kit Messenger Network group. -Virtual School Training: - Attachment	<p><i>'School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school'.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <table border="1" data-bbox="411 1870 1077 1982"> <tr> <td>Recommendation 3</td> <td>Use TAs to help pupils develop independent learning skills and manage their own learning</td> <td>15</td> </tr> <tr> <td>Recommendation 4</td> <td>Ensure TAs are fully prepared for their role in the classroom</td> <td>16</td> </tr> </table> <p><i>Making Best Use of Teaching Assistants (2021)</i></p>	Recommendation 3	Use TAs to help pupils develop independent learning skills and manage their own learning	15	Recommendation 4	Ensure TAs are fully prepared for their role in the classroom	16	Hampshire Autism training completed and used to support children with autism/suspected autism across the school. Kit Messenger network training completed and attended SLT meetings to support implementation discussions.
Recommendation 3	Use TAs to help pupils develop independent learning skills and manage their own learning	15						
Recommendation 4	Ensure TAs are fully prepared for their role in the classroom	16						

<p>-Trauma informed approaches. -Hampshire Autism (6 week training course).</p>	<p>'Staff knowledge of attachment and trauma and how to support behaviour is a clear need'. Vulnerable Pupil School Visits Report June 2024 Pg.15</p>	<p>5C needs analysis carried out for all children in receipt of PP funding and children with SEND. Top 3 areas of need: feeling capable, feeling like they count and need for connection. Analysis shared with new teachers, ready for Sept 2025. 'Connection Cash' part of new Behaviour Policy to boost connection within school.</p> <p>Further training by Virtual School in trauma and attachment attended by pastoral team as well as ELSA conference.</p> <p>Also attended all TA CPD (see below for details).</p>
<p>High Quality Inclusive Teaching in maths with a focus around AfL. CPD lead by maths lead.</p>	<p><i>'Think about the pupils in your class who struggle with maths. What are the barriers to their learning? Some pupils have gaps in their knowledge and others might misunderstand core concepts such as place value. Others struggle because they have a special educational need or disability (SEND). Inclusive high-quality teaching is the first step in responding to pupils'</i> https://mathsnoproblem.com/blog/learner-focus/send-inclusion-jigsaw-teaching-strategy</p>	<p>CPD Worked examples reviewed. Faded scaffolds. Intelligent practice. Reasoning. Resources used to support above.</p> <p>Monitoring: Worked examples seen in observations, book looks and pupil conferencing. Pupils experienced the process regularly and were positive about worked examples being helpful when asked.</p> <p>Further CPD on intelligent practice principles and used in the classroom.</p> <p>Monitoring: Worked examples – embedded</p> <p>Faded Scaffolds – evidence of faded scaffolds being adapted to make them more impactful.</p> <p>Iseemaths – reasoning – evident in book looks, beginning to see evidence</p>

		<p>of all children experiencing tasks.</p> <p>Y3 use regularly and report that it has a positive impact on the children's confidence to tackle problems.</p>
<p>High Quality Inclusive Teaching in English with a focus around AfL within writing learning journeys. CPD lead by English lead.</p>	<p><i>'Unsurprisingly many actions emphasise the need to increase consistency of high quality inclusive teaching (HQIT) and to identify what should be ordinarily available in every classroom to meet the needs of vulnerable pupils. Schools are encouraged to define what is meant by HQIT in their context so that a shared understanding can be developed across the school. Targets also emphasise the need to ensure HQIT is prioritised over interventions as the prime driver of progress and success for vulnerable pupils'</i></p> <p>Vulnerable Pupil School Visits Report June 2024 (Pg.6)</p>	<p>Aut Term: Sentence patterns introduced to teachers.</p> <p>Monitoring: Sentence patterns seen in classrooms on working walls and referred to. Early writing developed through continuous provision in KS1. Owen Tromans (HIAS) observed that good provision was in place at KS1. EM improved knowledge and understanding of continuous provision in Yr1. LLPR noticed rainbow challenges (where ch. complete an independent writing task related to current learning as part of continuous provision). within learning walks and spoke positively about these.</p> <p>Spr/Summer Term: Owen Tromans (HIAS advisor) focused on AfL within writing learning journeys with all year groups. Sentence patterns being used across the school within books, planning and KS1 morning writes: more focused around a core writing skills. Widgeits embedded across Year 1 for success criteria and in Year 2 for chn WTS. Dictation beginning to be used to embed key writing skills.</p>
<p>High Quality Inclusive</p>	<p><i>'Delivered through a series of webinars and face to face sessions, this programme is aimed at teachers and leaders of teaching and learning to ensure best practice</i></p>	<p>Training used to inform Coaching sessions between Inclusion Lead</p>

<p>Teaching Programme (HIAS) attended by SENDCo and ECT.</p>	<p><i>of high quality inclusive teaching in all classrooms, all of the time. What do we mean by high quality inclusive teaching? We will unpack this and the strategies that will benefit all learners and make planning, teaching and assessment even more effective. With broadening needs of our learners, we will explore how to use this to effectively inform planning for pupil success. Experts in their field will provide input tailored to your choice. During the programme you will reflect on the impact on your practice and have the opportunity to further share this within your school.'</i> Hampshire Improvement & Advisory Service</p>	<p>and Yr2 teacher throughout the year. Session 1: What is inclusion? Session 2: Ordinarily Available Provision (OAP). Session 3: Short Term Planning underpinned by OAP. Session 4: Adaptive Teaching. Session 5: Providing Genuine Stretch & Challenge & Carousel of Workshops: <i>Zones of Regulation, Reducing Classroom Anxiety, Strategies for modelling, scaffolding, feedback and AfL within the classroom, making use of adults within the classroom.</i> Session 6: Collaborative work alongside other schools, sharing how OAP training has been applied within different schools (Primary & Secondary).</p> <p>New Ordinarily Available Provision document produced (March 2025). Document shared and training shared with teachers as part of CPD within Learning Communities. Improving understanding of HQIT from staff questionnaires. Elements beginning to be seen within monitoring such as adapted tasks and scaffolding (See PP monitoring). Further development needed as part of SEND graduated 'Plan, Do, Review' approach.</p>
<p>Assessment support from Chris Cheal (HIAS) CPD</p>	<p><i>'Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:</i></p> <ol style="list-style-type: none"> <i>1. Set learning intentions (which feedback will aim towards);</i> <i>2. Assess learning gaps (which feedback will address).</i> <p>EEF: Teacher Feedback to Improve Pupil Learning 2021</p>	<p>Session1:</p> <ul style="list-style-type: none"> -The principles of effective assessment. -How teachers can best deliver high quality teaching and learning, linked to effective assessment. <p>LLPR Visit Report:</p>

		<p><i>'Tasks have been adapted to ensure each child can access the learning and this practice is beginning to be further enhanced through the introduction of faded scaffolds benefitting all pupils. Pupils can explain how the teacher allocates work and groupings according to their performance the day before.'</i></p> <p><i>'The use of short retrieval tasks provides pupils with an opportunity to recall prior learning'.</i></p>														
<p>Effective Assessment in the Wider Curriculum CPD Simon Mitchell Innes (<i>Primary Phase Inspector</i>) & Emma Cooper (<i>Science Primary Inspector</i>).</p>	<p><i>'These strategies were delivered as part of the EEF's Promising Project—Embedding Formative Assessment, which was shown to improve pupil attainment in a highly secure randomised controlled trial (see Research in Focus 1).23'</i></p> <p>Figure 2: The five key strategies of formative assessment (William, 2018)</p> <table border="1" data-bbox="419 943 1050 1144"> <thead> <tr> <th></th> <th>Where the learner is going</th> <th>Where the learner is right now</th> <th>How to get there</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td rowspan="3">1. Clarifying, sharing and understanding learning intentions and success criteria.</td> <td>2. Eliciting evidence of learning.</td> <td>3. Providing feedback that moves forward.</td> </tr> <tr> <td>Peer</td> <td colspan="2">4. Activating learners as instructional resources for one another.</td> </tr> <tr> <td>Learner</td> <td colspan="2">5. Activating learners as owners of their own learning.</td> </tr> </tbody> </table> <p>Pg.14 EEF: Teacher Feedback to Improve Pupil Learning 2021</p>		Where the learner is going	Where the learner is right now	How to get there	Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.	Peer	4. Activating learners as instructional resources for one another.		Learner	5. Activating learners as owners of their own learning.		<p>All sessions attended by teachers and SLT as part of CPD programme.</p> <p>Approach to foundation assessment trialled. Use of retrieval activities throughout units as part of AfL.</p>
	Where the learner is going	Where the learner is right now	How to get there													
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.													
Peer		4. Activating learners as instructional resources for one another.														
Learner		5. Activating learners as owners of their own learning.														
<p>Pupil Progress Review Meetings (PPRMs) Alongside HT/DHT instead of separately. Use assessment data to inform 'Provision Plans'</p>	<p>'Actions highlight the need for these meetings to take place more regularly and to be structured and sequenced more strategically so that they impact on practice and provision. Notes reference the need for Venn diagrams to inform conversations, for targets to be 'SMART', and to ensure actions are followed up through learning walks, book looks and conversations with pupils'.</p> <ul style="list-style-type: none"> • Use a wide range of data forensically to inform the PP strategy and provision for cohorts and individuals. • Ensure data is easily accessible and understood by all, avoiding duplication. • Share best practice in effective PPRMs. • Leaders must ensure actions from PPRMs are followed up and evaluated effectively. <p>Vulnerable Pupil School Visits Report June 2024 (pg.14)</p>	<p>Inclusion lead attended these with a focus around the attendance and attainment of children in receipt of PP funding. Small manageable targets were set and reviewed at subsequent meetings. Sessions continue to be developed including observation of PPRM at Hampshire school with higher percentage of children in receipt of PP funding.</p>														

<p>CPD for support staff</p> <p>All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach to <i>High Quality Inclusive Teaching</i>.</p>	<p>“Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class” (Education Endowment Foundation website)</p> <p>“With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” (Education Endowment Foundation website)</p>	<p>CPD led by Inclusion Lead and outside agencies:</p> <p>INSET Training (Sept) Inclusion: Role of TA revisited, facilitating independence using EEF triangle model and Mr. PiC learning behaviours introduced. Transforming SEND unit: Inclusion. Action Plans created from training.</p> <p>INSET Training (Dec) AM: Action Plans reviewed from previous training. -Transforming SEND: <i>Neurodevelopmental Approaches.</i> PM: Precision Teaching as an intervention.</p> <p>LLPR Visit: ‘TAs being used effectively within the classroom to support learning’.</p> <p>Precision Teaching being used within all year groups by TAs in response to LLP Report 24-25 target. ‘Set small, measurable targets and the opportunity for regular practice and retrieval’ (LLP Report 24-25).</p> <p>Positive feedback from TAs as well as evidence of impact seen from Precision Teaching graphs when monitored.</p> <p>Multiply Maths Training for TAs – Maths Confidence in the Primary Classroom.</p> <p>Questionnaires sent out to TAs Precision Teaching: ‘Has helped a lot’. ‘Definitely helpful for teaching times tables’. ‘Helps to develop a ‘can do’ attitude as children can reflect on their own progress and feel capable’. Focus, repetition to reinforce key learning which can be applied to different areas of the curriculum works well.</p>
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		<p>Multiply Maths Training: <i>'Great reminder to use physical resources', 'different ways of approaching maths with different equipment', 'loved the resources'.</i></p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,800

Activity	Evidence that supports this approach	Impact:
<p>Small Group Tutoring to be offered by two experienced teachers (RJ & SD)</p>	<p>Tutoring is one of the most effective ways to plug gaps and raise maths attainment, but you need to be sure you're choosing a provider who understands what's most important to your school. National Tutoring Programme (NTP) grant funding: conditions of grant for 2022 to 2023 academic year - GOV.UK (www.gov.uk) EEF: post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful. Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>Increased confidence with EGPS terminology, reading stamina within KS2 SATs papers as well as fluency within key foundation skills in maths.</p>
<p>Regular Readers 4x weekly. Lunch support staff to stay 1.5hrs after lunch to ensure all pupils below ARE are heard reading regularly (3x each week at KS2 & 4x each week at KS1) by a</p>	<p>"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. (Education Endowment Foundation website)</p>	<p>At the end of KS2... 21 children received regular reading from Nov. 10/21 were in receipt of PP funding. All children increased their standardised scores compared with in November. 3/10 reached EXS+ (including one child who attained GDS). 2 further children attained a standardised score of 99 and one child 98.</p>

<p>trained adult in school.</p>																																					
<p>Structured Interventions with TAs Outlined within Provision Plans.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>From monitoring, newly introduced 'Precision Teaching' showed the biggest impact on children's progress as well as having a positive impact on children's self-esteem as children reported they knew they were improving because they could visually see their progress from their graphs.</p>																																			
<p>Times Tables Champions & Buddies.</p>	<p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>Children identified from end of Aut term analysis. By April, all children had made progress as a result of tables buddies.</p> <p>July: Y6 Champions 13 Children. Below 21 = 15% 21+ = 85% 25 = 38%</p> <p>Average: 22.7 compared to year group mean 19.4.</p> <p>Yr4 MTC Results 2025:</p> <table border="1" data-bbox="1007 1451 1417 1933"> <thead> <tr> <th></th> <th>Below % 16</th> <th>% 16+</th> <th>% 21+</th> <th>% 25/25</th> </tr> </thead> <tbody> <tr> <td>Yr group</td> <td>13%</td> <td>74%</td> <td>57%</td> <td>31%</td> </tr> <tr> <td>SEND (4)</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>PP (8)</td> <td>37.5%</td> <td>62.5%</td> <td>37.5%</td> <td>12.5%</td> </tr> <tr> <td>GRT (4)</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Boys</td> <td>6 boys (19%)</td> <td>25 (80%)</td> <td>18 (58%)</td> <td>8 (25%)</td> </tr> <tr> <td>Girls</td> <td>9 girls (32%)</td> <td>19 (67%)</td> <td>17 (60%)</td> <td>10 (35%)</td> </tr> </tbody> </table> <p>Boys: 31 Girls:28 School mean – 19.4/25</p>		Below % 16	% 16+	% 21+	% 25/25	Yr group	13%	74%	57%	31%	SEND (4)	50%	50%	50%	25%	PP (8)	37.5%	62.5%	37.5%	12.5%	GRT (4)	50%	50%	50%	0%	Boys	6 boys (19%)	25 (80%)	18 (58%)	8 (25%)	Girls	9 girls (32%)	19 (67%)	17 (60%)	10 (35%)
	Below % 16	% 16+	% 21+	% 25/25																																	
Yr group	13%	74%	57%	31%																																	
SEND (4)	50%	50%	50%	25%																																	
PP (8)	37.5%	62.5%	37.5%	12.5%																																	
GRT (4)	50%	50%	50%	0%																																	
Boys	6 boys (19%)	25 (80%)	18 (58%)	8 (25%)																																	
Girls	9 girls (32%)	19 (67%)	17 (60%)	10 (35%)																																	

		Maths manager currently working alongside this cohort to address gap between this year's data and target (80% 21+).
Arithmetic Skills Club		<p>Y6 children (24 attended including 3 in receipt of PP funding). Ch. invited based on SATs arithmetic results/teacher assessments.</p> <p>13/24 children regularly attended (6+ sessions). On average their arithmetic scores increased by 15.5 marks. Range 11-22.</p> <p>Children who attended Arithmetic Club on a regular basis (6+ sessions out of 10). All achieved ARE</p> <p>Aut: Average arithmetic score of: 17/40 Range 14-21</p> <p>Sum: Average arithmetic score of: 33/40 Range 26-38</p>

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

Activity	Evidence that supports this approach	Impact:
EBSA Home-School Support Worker.	<i>The original West Sussex guidance was based on the current evidence base of the factors which are associated with positive outcomes. These include:</i>	EBSA left Spring Term. Unable to re-recruit suitable candidate until Sept 2025.
Colouring/Craft Club run by 2 x TAs 8:30am-8:50am	<ul style="list-style-type: none"> • intervening early • working with parents and school staff as well as the young person • working in a flexible manner paying attention to the individual case and function served by non-attendance • emphasising the need for rapid return to school alongside good support and adaptations within the school environment. (Baker & Bishop, 2015) EBSA-good-practice-guidance https://leadership.hias.hants.gov.uk/pluginfile.php/8169/mod_resource/content/1/EBSA-good-practice-guidance.pdf 	<p>Colouring Club – positive feedback from families following questionnaires.</p> <p>10/15 who attended are in receipt of PP funding. 90% have seen increases in attendance or attendance has remained above 93%.</p> <p>Monitoring shows that children are supporting each other through connection and talking through challenging mornings together. Therapeutic activities working well to reduce high anxiety.</p> <p>Run by trained ELSA who is able to offer additional follow up support where needed.</p>
Attendance Officer Weekly meetings with HT.	<i>'Schools to focus on the attendance of vulnerable groups. Schools to develop a deeper understanding of their vulnerable cohorts, ensuring vulnerable pupil strategies reflect the specific context of the school. We need to hear pupils' and parents' voices more, engaging them in conversations about provision,</i>	<p>Regular meetings with HT took place throughout the year.</p> <p>Average attendance: Children in receipt of PP funding 24-25: 87%</p>

	<p><i>particularly at points of transition. Schools to celebrate successes of pupils as well as identifying challenges to overcome’.</i></p> <p><i>Vulnerable Pupil School Visits Report June 2024 pg.12</i></p> <p><i>Working together to improve school attendance - GOV.UK (www.gov.uk) DfE recognises link between excellent school attendance and educational outcomes. Attendance data must be rigorously scrutinised to identify patterns of poor attendance to work with parents to resolve them before they become entrenched.</i></p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>School 95% (Nat 94.5%)</p>
<p>ELSA, TALA, Nurture, THRIVE</p>	<p>DfE widely recognises that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	<p>Pupils are provided with timely and effective pastoral support through access to Emotional Literacy Support Assistant practitioners/TALA/Nurture.</p> <p>New EBSA recruited for Sept 25 following existing EBSA/TALA leaving in Spring term.</p> <p>Implementation of specific programmes supported improvements in children’s social and emotional competencies and enabled all children to participate in SATs this year.</p> <p>Access to resources and specialist support from the Mental Health Support Team provided further support in meeting needs of vulnerable children with more complex needs as well as Educational Psychologist support for a family in receipt of PP funding. All 3 children attained EXS at the end of the year.</p> <p>Thrive activities integrated into some children’s days to support children in Yr3, Yr4, Yr5 and Yr6.</p> <p>External Play Therapist (Kola) outsourced for Yr1 LAC as needs beyond school based ELSA.</p> <p>MHST/CAMHS events and external agency support shared via newsletters/email and via Facebook for families. MHST Anxiety workshop well attended.</p>
<p>Therapy Dog</p>	<p>‘We have documented evidence that one of our dogs, with the volunteer, attending school once a week can raise not only the reading standard of the</p>	<p>Positive feedback from children who attend. To be reviewed 25-26.</p>

	<p>children but help with their self-confidence and behaviour, and with their social and emotional welfare too. The scheme also helps with self-esteem, and behavioural problems the children might have'. https://tdn.org.uk/schools-2/</p>	
Lunchtime Activ360 support.	<p>'Porter (2019) states that the physical and mental health is of higher importance to that of academic achievement. In addition, she states that all physical activity is vitally important from the release of important endorphins, to reducing the stress response of cortisol and adrenaline in the body as well as improving self-esteem which is also supported by Rendle and Messenger (2023) and research by EEF (2021b). Porter, T (2019) <i>The Key To Good Mental Health? Physical Activity</i>. Available at: https://www.tes.com/magazine/archive/key-good-mental-health-physical-activity [Accessed 29 May 2024] Rendle, A and Messenger, K (2023) <i>Curious Not Furious</i>. Gloucestershire, Ember.</p>	<p>Children engaging in sessions including ch. who are in receipt of PP funding.</p>
TRICKBOX Playleaders & Movement Minutes	<p>What is the Trick Box Team programme? The Trick Box Team programme is designed to help individuals to develop their strengths and interests and grow in personal confidence through a range of team-based opportunities which contribute to the whole school community. According to neuroscience research, mood boosting neurochemicals dopamine, serotonin and oxytocin are released when we 'give' or help others and there is also a reduction in cortisol which is released during stress responses. Serotonin is also connected to sleep, digestion, memory and learning, dopamine to motivation and oxytocin to increased bonding and empathy. https://trickbox.co.uk/</p>	<p>Movement Minutes introduced from the Trickbox programme to support with focus/regulation in lesson time for all. Observed as being used in all classrooms.</p> <p>Trickbox Team formed and trained, introducing minute challenges introduced every Friday throughout Jan and Feb to highlight importance of movement for wellbeing.</p> <p>Trickbox Team – developed 'quiet area' on the field for use at break times alongside supporting KS1 children (YrR, Yr1, Yr2) with managing break with support from local business to top up funds. See 2024-2025 Newsletters for further details and photos.</p>
Designated School Mental Health Lead	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training Training will support senior mental health leads to develop and implement a whole school or college approach to mental health and wellbeing. They must start their training by 31 March 2025.</p>	<p>School Mental Health Lead in place (AC).</p>
Subsidised music tuition	<p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).</p>	<p>Music tuition subsidised for Yr6 child and Yr1 child (Keyboard). Music tuition also subsidised for Yr5 child (Cello).</p>
Subsidised trips/ Minibus Trips	<p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).</p>	<p>Annual school trips subsidised for children in receipt of PP funding.</p>

<p>Swanmore Larder Monthly 'pop-up foodbank' in school which supports the local Meon Valley Food Bank</p>	<p>The Trussell Trust identified a range of factors that may be triggers for needing food aid. EEF- this will reduce pupil hunger and increase overall pupil health. Improvement in health and reduction in hunger is hypothesised to improve pupil concentration and behaviour, and increase the productivity of the learning environment</p>	<p>School continues to support the Trust and local food bank info shared with ALL families. Additional food bags shared with families at Christmas.</p>
<p>Subsidised residential visits</p>	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation." (Education Endowment Foundation website)</p>	<p>Yr6 Wales residential paid for using funding from virtual school.</p>

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
<p>Before and After Wraparound Childcare. Lunchtime activities.</p>	<p>Activeme 360</p>

Service pupil premium funding (optional)

<p><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></p>
<ul style="list-style-type: none"> • Member of staff from the pastoral team continues to lead support for the increasing number of service families. • Training and support from leading local school on how to support Service families. • Continuation of lunchtime club for children whose families are in the services. • ELSA/Nurture support where needed.
<p>The impact of that spending on service pupil premium eligible pupils</p>
<ul style="list-style-type: none"> • Children have an opportunity to connect with other children whose family are in the services. • Service families feel socially and emotionally supported.

Updated Dec '25'

To be reviewed by Dec '26'