

Part B: Review of the previous academic year



Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the academic year **2024 to 2025** at Swanbourne CE School.

Our internal assessments during 2020/21 suggested that the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Please see below for further details.

Our assessment of the reasons for these outcomes points primarily to the impact of COVID-19. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by the following:

- Laptops were provided to disadvantaged pupils to be able to access online learning.
- All disadvantaged pupils attended school during lock-down.
- Virtual daily lessons and interventions were delivered to individual/small groups of disadvantaged pupils.
- Regular contact made with families and individual support provided, when appropriate.
- Focus on a high-quality curriculum provision being maintained during periods of partial closure.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year (second full year post COVID-19 restrictions). We have analysed the performance of our school's disadvantaged pupils using Key Stage 2 performance data and our own internal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is difficult to compare year on year due to the differences of cohort size. Some years, the number of disadvantaged children in a year group is quite small and therefore statistically insignificant, other years it is large enough to make useful comparisons. This was the case in 2024-2025, where the disadvantaged cohort size was 12 Pupils (11% of school population) – 9 Pupil Premium, 2 Children Previously Looked After and 1 Service Child.

Our observations indicated that pupil wellbeing and mental health continued to be significantly impacted during 2024-2025, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included adapting our Pastoral Support provision (1 to 1 sessions and group sessions) and delivered by Mrs Temple (Pastoral Mentor and Well-being Co-Leader), with 1:1 sessions, group activities and regular meetings and updates to support parents. 6 disadvantaged pupils out of 12 (50% of Pupil Premium pupils) were seen by Mrs Temple on a weekly basis. As active members of the group, we continue to build on this effective approach with the activities detailed in this plan.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2023 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2025.

DfE has shared our school's 2024 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We will continue to review our strategy plan and make changes to how we intend to use some of our budget this academic year.

Assessment of 2024-2025 Outcomes

Progress in Reading Achieve expedited progress in Reading to diminish the difference with the ultimate aim of achieving at least ARE.	12 out of 12 pupils (100%) made expedited progress in Reading. 8 out of 12 pupils (67%) achieved at least ARE in Reading. 3 out of 3 Year 6 pupils (100%) achieved at least ARE in end of KS2 Reading assessment. 1 out of 3 Year 6 pupils (33%) achieved GDS in end of KS2 Reading assessment. Partially Achieved
Progress in Writing Achieve expedited progress in Writing to diminish the difference, with the ultimate aim of achieving at least ARE.	12 out of 12 pupils (100%) made expedited progress in Writing. 7 out of 12 pupils (58%) achieved at least ARE in Writing. 3 out of 3 Year 6 pupils (100%) achieved at least ARE in end of KS2 Writing assessment. 0 out of 3 Year 6 pupils (0%) achieved GDS in end of KS2 Writing assessment. Partially Achieved
Progress in Mathematics Achieve expedited progress in Maths to diminish the difference, with the ultimate aim of achieving at least ARE.	11 out of 12 pupils (100%) made expedited progress in Maths. 9 out of 12 pupils (75%) achieved at least ARE in Maths. 3 out of 3 Year 6 pupils (100%) achieved at least ARE in end of KS2 Maths assessment. 1 out of 3 Year 6 pupils (33%) achieved GDS in end of KS2 Maths assessment. Partially Achieved

Improved attendance Ensure attendance of disadvantaged pupils is above 96%.	Attendance for Disadvantaged pupils for 2024-2025 was impacted significantly by COVID-19 absences; • Autumn 1 2024 (94.31%), • Autumn 2 2024 (89.52%) • Spring 1 2025 (95.26%) • Spring 2 2025 (95.56%) • Summer 1 2025 (93.18%) • Summer 2 2025 (93.48%) Overall annual attendance for this group was 93.71%. Achieved Next Steps (2024-2025) • Embed updated attendance policy (Reviewed Summer 2025 in line with Bucks updates) and implement the supportive process to improve attendance. • Regular monitoring of attendance of individual disadvantaged children and communication with parents. • Staff informed about focus children whose attendance is a cause of concern/critically low. • Building relationships with parents in order to understand barriers. • Implement attendance initiative as part of weekly celebration assembly to promote good attendance and reward.
Improved learning behaviours: resilience, perseverance via metacognition Evidence of positive self-esteem in relation to learning and determination to persevere in the face of challenges.	Pupil Voice Surveys, Book Scrutiny and Learning Walks evidence progress of disadvantaged Pupils in terms of improved learning behaviours – Resilience and Perseverance via Metacognition strategies implemented across the curriculum ensure pupils undertake challenges with more confidence, know more and remember more. Achieved Next Steps (2024-2025) • Continue to embed and develop teaching strategies and learning styles to develop children's metacognition and self-regulation through staff training (WALKthroughs and Peer Coaching) • SENCo to continue to embed and enhance provision of engagement programme for invited parents (PP, SEN) to support with learning at home to support learning behaviours, resilience and self-esteem.
To support the well-being of disadvantaged children, in order to improve outcomes. To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.	Identified pupils received additional support from In-house and online Pastoral Mentor Support sessions, 1 to 1 or small group tuition and access to whole school well-being programme delivered via Excellence in Pupil Development Award (EPDA) ensured well-being supported to ensure accelerated progress. 11 out of 12 pupils (100%) made expedited progress in Reading.

	8 out of 12 pupils (73%) achieved at least ARE in Reading. 2 out of 3 Year 6 pupils (67%) achieved at least ARE in end of KS2 Reading assessment. 11 out of 12 pupils (100%) made expedited progress in Writing. 5 out of 12 pupils (45%) achieved at least ARE in Writing. 0 out of 3 Year 6 pupils (0%) achieved at least ARE in end of KS2 Writing assessment. 11 out of 12 pupils (100%) made expedited progress in Maths. 9 out of 12 pupils (82%) achieved at least ARE in Maths. 2 out of 3 Year 6 pupils (67%) achieved at least ARE in end of KS2 Reading assessment. Next Steps (2024-2025) • Regular monitoring of progress and attainment of disadvantaged pupils and review with • Staff to be given information relating to disadvantaged children who have not achieved ARE and ensure targeted support is in place. • Pre-teaching small group work and interventions • Teaching and learning adapted to scaffold writing to support disadvantaged pupils.
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Externally provided programmes

Programme	Provider
Dynamo Maths	Jelly James Publishing
DfE Ready to Progress activities prior to unit delivery	DfE
Nessy Spelling and Reading Programme	Nessy Learning
Little Wandle Phonics Intervention Programme	Little Wandle (Letters and Sounds)

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We have continued to employ a Pastoral Support Mentor dedicated to the emotional wellbeing and academic achievement of service children as well as supporting these pupils through additional tuition sessions via the NTP (National Tuition Programme).
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in well-being amongst service children. Assessments demonstrated expedited progress in subject areas where additional support was provided or required.

