



Swiss Gardens Primary School

Swiss Gardens
Shoreham-by-Sea
West Sussex BN43 5WH

INFORMATION · FUNDING

Pupil Premium Strategy Statement

2025–2028

ABOUT THIS DOCUMENT

How we spend pupil premium funding to support disadvantaged pupils, and the difference it is making.

The full document follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swiss Gardens Primary school
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 2026 - 2027 2027- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 November 2026 July 2027 November 2027 July 2028 November 2028
Statement authorised by	Naomi Doble
Pupil premium lead	Naomi Doble
Governor / Trustee lead	Verity Spears

Funding overview 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year	71,205
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	71,205

Part A: Pupil premium strategy plan

Statement of intent

At Swiss Gardens Primary School, we pride ourselves on knowing every pupil as an individual and providing opportunities for all to excel. Our curriculum is dynamic and tailored to meet pupils' needs rather than expecting them to fit into a fixed model. Our school ethos is centred on four rules: Ready, Respectful, Safe, and Kind, which permeate all aspects of school life.

Emotional wellbeing is a priority and we have trained staff supporting pupils and families, alongside a Play Therapist who works one day a week.

Safeguarding education is integral, covering relationships, digital literacy, physical and emotional health, tailored to our school context.

Our broad and balanced curriculum aims to ignite each pupil's passion for lifelong learning. We are passionate about sport, with every year group having specialist teaching recognising its physical and emotional benefits, and offer diverse extracurricular activities such as samba, multiple music teachers, choir, languages, dance and Yoga. Our strategy offers access to these for our vulnerable pupils.

Family engagement is central to our approach. We actively involve pupils in community pride through activities working with local community groups and sharing performances at residential homes. We aim to expand our outdoor learning offer using local resources such as the beach, woodland, and garden spaces.

Research shows good teaching benefits all pupils, especially disadvantaged ones (EEF Attainment Gap Report, 2018). We prioritise high-quality teaching, feedback, formative assessment, and a culturally rich, knowledge-based curriculum. Understanding pupils' backgrounds helps us address barriers to learning and direct pupil premium funding effectively. Key principles include:

- Meeting the needs of all pupils through targeted teaching.
- Engaging all staff in data analysis to identify strengths and gaps.
- Recognising that not all socially disadvantaged pupils qualify for free school meals.
- Allocating pupil premium to priority groups based on need.
- Developing pupils' emotional literacy through nurture and mentor support to build resilience and learning power.

Swiss Gardens serves a mixed social demographic in Shoreham, West Sussex. Currently, 13% of pupils receive pupil premium, below the national average.

Our objectives are to narrow the attainment gap and help pupils thrive emotionally and academically. Strategies include:

- A tiered approach to pupil premium spending.
- Embedding formative assessment and knowledge progression.
- Implementing a new English scheme, built on quality text.
- Targeted interventions and smooth transitions between key stages.
- Supporting music learning, enrichment and nurture activities.
- Maintaining nurture, play therapy and family support.
- Providing first-hand learning experiences and aspirational opportunities.

This approach adapts to meet the evolving needs of our socially disadvantaged pupils.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attainment, particularly in writing.
2	Phonics outcomes, particularly in Year 1.
3	Mental health and wellbeing of disadvantaged pupils.
4	Experiences Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital
5	Attendance and punctuality The attendance of our socially disadvantaged children as a group is lower than that of the whole school.

Intended outcomes 2025 - 2028

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To overcome the attainment barrier faced by our disadvantaged pupils and help them achieve their full potential through the development of Quality First Teaching strategies.	• High quality teaching for all. • Embedded new curriculum and assessment systems in English writing • Questions in lessons will be targeted and will uncover misconceptions. • High quality feedback will be given and support given to act upon it. • Teachers respond to evidence in data. i.e. gap analysis and adapting planning in order to fill those gaps. • Teaching Assistants will be deployed effectively in lessons, particularly the input to maximise access for all. • Children will be screened to see if language is a barrier in English writing • Support will be given to children with speech and language needs in the Early Years
2. Phonics outcomes, particularly in Year 1.	• Phonics assessments/screenings will show that socially disadvantaged pupils are making progress and are closing the gap between non-socially disadvantaged pupils. • Using thorough data analysis, we can work to address the identified barrier of phonics, particularly in Year 1, and support the progress and attainment of disadvantaged pupils.

3. To promote wellbeing and support for disadvantaged pupils	• The role of pupil kindness ambassadors will be embedded. • Nurture provision available in KS1 to help the transition from Reception to Year 1 • The profile of mental health and wellbeing will be higher across the school. • Continued high profile of learning mentor, nurture groups and access to play therapy
4. Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital	• Indoor playtime opportunities will be introduced • A range of resources will be in place to increase opportunities for children at break times.
5. Implement then embed the changes to the attendance framework to create a whole-school approach to improving attendance, working closely with families and external agencies to address the root causes of persistent absence	• There will be a reduction in the persistent absenteeism levels for socially disadvantaged children. • There will be a greater understanding of risk factors to support the improvement in attendance for socially disadvantaged children. • The Learning Mentor will build relationships with families who have poor attendance and are persistently absent in order to offer bespoke support in improving attendance. • Poor attendance will be challenged through the use of letters, meetings with parents, support where needed, and attendance contracts.

Activity in this academic year 2025 - 2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18915

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Continue to provide high-quality, targeted professional development for teachers on adaptive approaches to teaching and learning. • Revisit incorporating physical objects and diagrams to help pupils engage with and understand mathematical concepts, making abstract ideas more concrete.	• EEF's 'Effective Professional Development' guidance (EEF, 2021). • EEF's 'Curriculum Planning' guidance (EEF, 2022).	1 & 2

• Ensure Consistent Feedback: Provide timely and constructive feedback to pupils, helping them understand their progress and areas for improvement in maths and English writing • Embed use of new English writing scheme – use time to fully discover and dive deeper into quality text to help foster a love of reading and deeper vocabulary		
• Continue to provide high-quality and ongoing professional development for all teaching staff on the school's phonics programme, ensuring consistent and effective delivery across the school. • Provide regular opportunities for pupils to practice blending sounds to form words and segmenting words into individual sounds, enhancing their decoding skills. • Continue to have a whole-school approach to reading, where phonics is taught alongside other reading strategies, such as comprehension and fluency. • Provide opportunities for pupils to apply their phonics skills across the curriculum, reinforcing learning in a range of meaningful contexts. • Conduct ongoing assessments to monitor pupil progress and provide timely, constructive feedback to address individual learning needs.	• EEF - Improving Literacy in Key Stage 1	1 & 2
• Provide further training for all staff on recognising and supporting pupils with mental health and wellbeing concerns. • Provide professional development for teachers and support staff on facilitating outdoor play ensuring they can effectively support pupils during playtimes. This training can lead to improved pupil behaviour and increased teaching time. • Develop teachers' skills in creating a calm, positive, and inclusive classroom environment that supports pupil wellbeing. • Ensure that all staff are regularly refreshed in trauma-informed practices and how to create a nurturing,	• EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance. • EEF Guidance Report: 'Improving Behaviour in Schools'.	3, 4 & 5

trauma-sensitive school environment, linked to previous training given		
• Encourage interactive dialogues between staff and pupils to develop conversational skills and vocabulary, particularly focusing on disadvantaged pupils. • Provide high-quality professional development for teachers on delivering engaging, cross-curricular lessons that are relevant to schools' location and cultural context. • Implement a structured programme of educational visits and visitors to the school, aligned with the curriculum, to broaden pupils' experiences and expose them to new opportunities. • Encourage teachers to incorporate outdoor learning and hands-on activities across the curriculum to enhance pupils' engagement and develop their problem-solving and collaborative skills. • Encourage teacher to adopt a 'first and best' approach to engaging and addressing disadvantaged learners in the classroom	• EEF, 2022. • EEF, 2021. • EEF, 2019 • EEF, 2020 • EEF, 2022	1, 2 & 4
• Design lessons that are engaging and relevant to pupils' interests and real-life experiences. This approach can increase pupil engagement and reduce the likelihood of absenteeism. • Ensure behaviour expectations are fully understood by all in order to create a structured and predictable environment, which can positively influence attendance. • Continue to create a positive school culture where all pupils feel valued and safe. This includes fostering positive relationships between staff and pupils, promoting inclusivity, and ensuring that pupils feel seen and understood.	• EEF's 'Improving Behaviour in Schools' guidance. • EEF's 'Working with Parents to Support Children's Learning' guidance. • DfE Working Together to Improve Attendance, 2024.	3 & 5

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

Budgeted cost: **£41996**

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Implement evidence-based targeted interventions, such as small-group tuition or one-to-one support, to address specific gaps in pupils' knowledge and skills. • Use Digital Learning Tools: Incorporate interactive platforms that adapt to individual learning needs, providing personalised practice and feedback in maths. • Monitor Progress Regularly: Conduct frequent assessments to identify pupils who require additional support and to track the effectiveness of interventions.	• EEF's 'One-to-One Tuition' and 'Small Group Tuition' guidance (EEF, 2021). • EEF's 'Supporting the Attainment of Disadvantaged Pupils' guidance (EEF, 2018). • EEF's 'Improving Literacy in Key Stage 2' and 'Improving Mathematics in Key Stages 2 and 3' guidance (EEF, 2017, 2020).	1 & 2
• Implement small-group or one-to-one phonics interventions for pupils who are falling behind, using evidence-based programmes and regularly monitoring progress. • Ensure that teaching assistants and other support staff are trained to deliver high-quality phonics interventions, with regular feedback to improve their practice. • Develop a structured programme of catch-up support for Year 2 pupils who did not meet the expected standard in the Year 1 Phonics Screening Check, providing targeted, intensive intervention. • Provide workshops and resources for parents to support phonics learning at home, ensuring consistency between school and home environments.	• EEF - Improving Literacy in Key Stage 1 • EEF - Making Best Use of Teaching Assistants	1 & 2
• Offer one-to-one or small group intervention and therapeutic support, delivered by qualified professionals, for pupils experiencing significant mental health or emotional difficulties. ie Learning Mentor, Wowzi play Therapy. • Provide targeted support and interventions to develop pupils' social and emotional skills, such as problem-solving, conflict resolution, and emotional regulation. • Utilise outdoor play sessions to target specific learning needs, providing a supportive environment that	• EEF Toolkit: 'Social and Emotional Learning' • EEF Toolkit: 'Physical Activity'	1, 2, 3 & 5

can enhance social skills and academic performance. • Regularly assess the impact of play-based interventions on pupil progress, adjusting strategies to meet the evolving needs of disadvantaged pupils.		
• Offer targeted pupils opportunities to participate in extracurricular activities, such as music lessons, drama sessions, or sports clubs, to develop skills and interests beyond the standard curriculum. • Collaborate with local community organisations, charities, and businesses to create additional opportunities and funding sources for disadvantaged pupils to access enrichment activities.	• EEF, 2019	3, 4 & 5
• Target specific families through the use of breakfast club or early drop-off service to encourage punctuality and ensure that disadvantaged pupils have a positive start to the day. • Utilise data to identify patterns and early signs of absenteeism. Regular monitoring allows for timely interventions and support for pupils at risk of persistent absence. • Communicate regularly with parents and carers about their child's attendance and its importance. Building strong partnerships with families can lead to improved attendance rates.	• EEF's 'Improving Behaviour in Schools' guidance. • EEF's 'One to One Tuition' guidance.	1, 2, 3 & 5

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

Budgeted cost: £10298

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Engage Parents and Carers: Provide resources and workshops to help families support their children's learning at home, reinforcing classroom instruction. • Continue to enhance Attendance: Implement strategies to improve attendance, as consistent learning is crucial for academic progress.	• EEF's 'Improving School Attendance' guidance (EEF, 2023). • DfE 'Working Together to Improve Attendance' (DfE, 2024) • EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019). • EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018).	3, 4, & 5

• Continue to address Non-Academic Barriers: Offer support for difficulties such as well-being, and social skills, which can impact on learning.	• EEF's 'Arts Participation' and 'Physical Activity' guidance (EEF, 2019, 2020). • EEF's 'Effective Professional Development' guidance (EEF, 2021).	
• Engage parents and carers in supporting their children's phonics development, providing resources, guidance, and opportunities for them to practice reading at home. • Organise community events, such as reading nights or library visits, to foster a love for reading and reinforce phonics skills outside the classroom. • Collaborate with external agencies, such as speech and language therapists, to provide additional support for pupils with specific learning needs that may be affecting their phonics progress • Provide access to extracurricular activities, such as reading clubs or phonics-focused after-school sessions, to give disadvantaged pupils additional opportunities to practice and consolidate their phonics skills • Monitor the progress of disadvantaged pupils in phonics closely, using data to inform targeted interventions and adjustments to the school's overall strategy	• EEF - Parental Engagement • EEF - Working with Parents to Support Children's Learning • EEF - Using Pupil Premium: Guidance for School Leaders • EEF - Putting Evidence to Work: A School's Guide to Implementation • EEF - Improving Behaviour in Schools • DfE - Working Together to Improve Attendance	1, 2, 5
• Engage parents and carers in supporting their child's mental health and wellbeing, providing workshops, resources, and signposting to external support services. • Collaborate with local mental health services, such as Thought-Full /Wowzi to provide access to specialist support and interventions for pupils and families . • Involve families in outdoor play activities to strengthen community ties and support pupil wellbeing. • Develop a network of 'kindness ambassadors' among pupils, who can promote positive mental health and wellbeing initiatives within the school community. • Develop diverse outdoor play areas that cater to various interests and abilities, ensuring all pupils	• EEF Guidance Report: 'Working with Parents to Support Children's Learning' • EEF Guidance Report: 'Improving Social and Emotional Learning in Primary Schools' • EEF Toolkit: 'Social and Emotional Learning' • EEF Toolkit: 'Physical Activity' • EEF Guidance Report: 'Improving Behaviour in Schools'	3 & 5

- have access to enriching play experiences. • Provide staff training and ongoing support on effective playground supervision and management, with a focus on creating engaging and structured play opportunities		
• Develop strong partnerships with parents and carers of disadvantaged pupils, engaging them in discussions about the importance of enrichment and identifying any barriers to participation. • Provide support with transportation, equipment, or other logistical barriers to ensure disadvantaged pupils can fully participate in enrichment activities. • Collaborate with local authorities, social services, and community organisations to identify and address any wider social, emotional, or financial barriers faced by disadvantaged pupils. • Regularly monitor and evaluate the impact of the school's enrichment strategies, making adjustments as needed to ensure they are effectively supporting disadvantaged pupils.	EEF, 2021 EEF, 2019 EEF, 2022	4 & 5
• Continue to collaborate with local authorities, social services, and other external agencies to provide holistic support for families of disadvantaged pupils with attendance issues. • Continue to offer mental health support services to address any underlying issues that may be contributing to poor attendance, such as anxiety or family difficulties, in line with the school's commitment to pupil wellbeing. • Develop a comprehensive communication strategy to engage parents and carers, including regular updates on attendance data, workshops on the importance of attendance, and opportunities for parents to provide feedback, as recommended in the • Develop the use of technology, such as automated attendance tracking and communication systems, to streamline attendance	• EEF's 'Working with Parents to Support Children's Learning' guidance. • EEF's 'Using Digital Technology to Improve Learning' guidance. • DfE - Working Together to Improve Attendance	3 & 5

monitoring and intervention processes.		
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Total budgeted cost: £71209

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 – 2025

The details of this are available as a separate document. Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Assessment	Maths.co.uk
Times Table Rockstars	TT Rockstars
Song of Sounds (phonics programme)	Song of Sounds
Just Right	Hill Park Primary
Maths Hub / Mastering Number /Developing Maths Mastery	Maths Hub
Emotional Based School Avoidance Framework	West Sussex County Council
Tapestry	
Communication in Print	