

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	Speldhurst CE (VA) Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils for 2025-26	5% (11 Pupil Premium) + 4 Pupil Premium Plus pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stephanie Hayward Head teacher
Pupil premium leads	Laura Stanyer-Fisher Michelle Heap SENCOs
Governor / Trustee lead	Sara Andrew SEND and PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including £2,570 of Post-LAC Funding)	£27,901.67
Recovery premium funding allocation this academic year	£0.00 (ended July 2024)
School led tutoring grant	£0.00 (ended May 2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£27,901.67

Part A: Pupil premium strategy plan

Statement of intent

Speldhurst Primary School is a one form entry school with 213 pupils, of which 7% are eligible for pupil premium. Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas, including progress for those who are already high attainers. We strongly believe that high levels of emotional well-being are vital in achieving this success and therefore we prioritise developing social and emotional skills to support academic success.

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

Alongside our teaching approaches, we recognise the need to target specific gaps in subject areas, especially after recent school closures. This is done by one-to-one and small group tutoring by qualified teachers and teaching assistants. We also consider wider school strategies to support pupil premium children, for example by ensuring that disadvantaged pupils have access to enrichment activities such as musical instrument tuition, after school clubs and residential trips.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Rigorously monitor progress and the impact of interventions through termly pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
1	<u>Social and Emotional Learning</u> The Education Endowment Foundation stresses that Social and Emotional Learning is of particular importance for children from disadvantaged backgrounds and other vulnerable groups as they, on average, have weaker SEL skills at all ages than their peers.
2	<u>Writing</u> Internal assessments for 2023/24 indicated strong attainment and progress for Pupil Premium students. We aspire to continue this trajectory with a particular focus on writing which had a slightly lower number of pupils working at age related expectations (16.7% working below their year group expectations.)
3	<u>Reading</u> We have aspirational targets for all our children at Speldhurst, including our Pupil Premium pupils. We want to ensure our Pupil Premium pupils reach age-related expectations and where appropriate, we aim to develop their skills to greater depth.
4	<u>Enrichment</u> Our observations and discussions with pupils and families have identified limited access to enrichment opportunities. These challenges particularly affect disadvantaged pupils and consequently this remains an area we will continue to focus on.

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
To continue to embed social and emotional learning to improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observation • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2026/27 demonstrate that disadvantaged pupils have met the expected standard.
Continue current reading attainment, and where appropriate, develop greater depth skills for pupils	Reading outcomes in 2026/27 demonstrate that disadvantaged pupils have met the expected standard or are at greater depth.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued contribution to Systematic Synthetic Phonics programme and corresponding reading books to secure stronger phonics teaching for all pupils. CPD for staff. 1:1 regular assessment of phonics (using Phonics Tracker) to ensure any gaps are quickly identified and tackled.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2/3
Contribution to initiatives developed through our well-being charter mark, including a contribution to One Goal which will develop well-being champions in Year 5/6 in 2024-25	Evidence from EEF including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk) 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Contribution to Accelerated Reader programme used to develop reading by matching books to	EEF study found, for pupils eligible for free school meals the figure was 5 months additional progress	2/3

individual children's needs and interests.		
CPD in school: The school's literacy lead is leading a whole school focus on writing to work collaboratively with staff over the year to team teach and coach lessons to upskill and embed specific writing skills across year groups.	A study in the Journal of Educational Psychology found that schools that implemented team teaching approaches saw a 15% increase in pupil achievement scores. Teachers can design richer and more engaging lessons by leveraging their joint strengths. Pupils can compare viewpoints between teachers which enhance their critical thinking skills.	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teachers to run small group/one-one tuition for phonics/reading comprehension and fluency/writing Disadvantaged pupils will be prioritised for this where appropriate.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Teaching assistants to be employed to run interventions to support/extend pupils with Phonics, reading and writing. Disadvantaged pupils will be prioritised for this where appropriate.	See above	2
Pastoral Lead and Counsellor are employed to support pupils with social and emotional needs.	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):	1

Disadvantaged pupils will be prioritised for this where appropriate.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Speech and Language Link used as an assessment and intervention tool to support early speech and language skills. Disadvantaged pupils will access this support when needed.	Language is the primary medium of learning (Vygotsky, 1978). Language Link has been found to increase identification, teacher confidence and improve children's speech and language skills	2,

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities to increase the social and cultural capital of PP children through enrichment activities. For example, musical instrument tuition, trips, residential and Pets as Therapy.	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age.	1,3
Funds have been made available for families who need support to access wrap around care (e.g. breakfast club) and school uniform and equipment if needed.	Based on experiences at Speldhurst, this approach allows children to engage in opportunities and supports the family.	1
Parent workshops to provide support and advice regarding relevant issues. Open to PP parents.	Evidence from the EEF states, on average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months progress over the course of a year.	1

Total budgeted cost: £30,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

To continue to embed social and emotional learning to improve wellbeing for all pupils in our school, particularly for our disadvantaged pupils.

We continue to prioritise pupil premium pupils for our well-being support when needed; staff closely monitor this and more intensive intervention is offered where necessary. Out of the 15 pupil premium children last year, 1:1 wellbeing support was offered to over 50% of the group. 6 of these pupils went on to have intensive, 1:1 well-being support from our school counsellor or drawing and talking therapist.

Our Year 6 pupil premium pupils were part of the well-being champions programme and completed the programme.

As part of our well-being support for pupil premium children, we include our enrichment offer. 7 pupil premium pupils took up the offer of funded enrichment opportunities, including music lessons, drama and sport sessions. School funded class trips were also offered to our pupil premium students.

We feel strongly it is important to ensure the wellbeing of our pupil premium children is supported to support academic learning and progress. With an increase in our pupil premium plus pupils, we will be focusing on developing our training and support for LAC/PLAC in 2025/26.

Continue current reading attainment, and where appropriate, develop greater depth skills for pupil premium pupils

For 2024/25

- End of KS2 SATs data shows that 100% of pupils reached age related expectations for reading, compared with the national average of 63% for pupil premium pupils. 66% achieved greater depth.
- Teacher assessments at the end of the academic year 2024 - 25, indicated 75% of pupil premium pupils were currently at the expected level and 31% at greater depth.

Improved writing attainment among disadvantaged pupils.

For 2024/25

- End of KS2 SATs data shows that 33% of pupils reached age related expectations for writing and 33% achieved greater depth.
- Teacher assessments at the end of the academic year 2024 - 25, indicate 69% of pupil premium pupils are currently at the expected level and 13% at greater depth.

Pupil premium pupils will continue to be prioritised for relevant reading and writing interventions with one of our specialist teachers or teaching assistants. In next year's cohort of pupil premium children, 3 pupils are working below year group expectations and will continue to receive additional intervention for reading and/or writing based on their individual need.