

PENSHURST CE PRIMARY SCHOOL



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| <p>Pupil Premium Strategy Statement 2025/26 to 2027/28</p> <p>Pupil Premium Strategy Review of academic year 2024-25</p> <p>Pupil Premium Goal Setting for 2025-26</p>   | <p>Current version revised:</p> <p>December 2025</p>             | <p>Statutory:</p> <p>Yes</p>        |
| <p>Policy Owner:</p> <p>Headteacher / Teaching and Learning Committee / FGB</p>  | <p>Next revision due:</p> <p>December 2026 (document review)</p> | <p>Review period:</p> <p>Annual</p> |
| <p>Approved by the Governing Body on</p> <p>Signed by the Chair of Teaching and Learning Committee</p> <p>.....</p> <p>Signed by Full Governing Body</p> <p>.....</p> <p>Signed by the Headteacher:</p> <p>.....</p> |  |                                     |

## Pupil Premium Strategy Statement 2023/24 – 2026/27

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   | Penshurst CE Primary School          |
| Number of pupils in school  | 80 (September 2023)                  |
| Proportion (%) of pupil premium eligible pupils   | 8 pupils                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 Years (2025/26, 2026/27 & 2027/28) |
| Date this statement was published   | Autumn Term 2025                     |
| Date on which it will be reviewed   | Autumn Term 2026/27 & 2028           |
| Statement authorised by   | Sue Elliott                          |
| Pupil premium lead  | Sue Elliott                          |
| Governor / Trustee lead   | Sophie Curra                         |

## Academic Year 2025-26

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £21,163 |
| Recovery premium funding allocation this academic year  | N/A     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | N/A     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,163 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Penshurst CE Primary School, our child-centred approach is underpinned by both our Christian vision and robust educational research. We are deeply committed to ensuring that all pupils — regardless of background or starting point — leave our school equipped with the knowledge, skills, and values they need to succeed in life, contribute meaningfully to society, and show empathy and understanding towards others. We are ambitious for every pupil. Our Pupil Premium Strategy reflects our determination to remove barriers to learning and to ensure that every child flourishes academically, socially, and emotionally.

Our Intent – What We Want for All Pupils

We want all our pupils, including those eligible for the Pupil Premium Grant, to:

- Access consistently high-quality teaching and learning opportunities in every classroom.
- Be articulate, confident communicators who can express their needs and ideas effectively.
- Read fluently with secure comprehension skills, enabling full access to the wider curriculum and beyond.
- Develop self-confidence, a strong sense of identity, and the ability to advocate for themselves and others.

- Leave our school with the necessary knowledge, skills, and resilience to thrive in secondary education and beyond.
- Achieve at least the expected standards in English and Maths, providing the foundation for future success.
- Understand the value of education and how it can positively shape their future lives.

Our Pupil Premium Strategy is evidence-informed, drawing on guidance from the Education Endowment Foundation (EEF) and Department for Education (DfE) to ensure our approaches are both effective and sustainable. Central to this strategy is the importance of strong relationships between pupils, parents, and school staff, all working together towards shared goals — the goals outlined in our Penshurst Suitcase and our overarching priority: to ensure all children are ready for their next steps.

**Reading and Curriculum Development**

We firmly believe that reading is the cornerstone of academic success. Research from the EEF highlights that 'systematic synthetic phonics has a positive impact on pupils' reading accuracy, particularly for disadvantaged pupils' (EEF, 2021). To this end, we have prioritised a rich and well-resourced phonics and reading programme to ensure that our youngest pupils become confident, fluent readers. Once pupils achieve fluency, they are empowered to access our broad and ambitious curriculum independently. Our curriculum is designed to support all learners to 'know more and remember more.' It is subject-based, coherently sequenced, and built upon strong teacher subject knowledge. We invest in high-quality professional development to ensure that teaching inspires curiosity, builds cultural capital, and fosters a lifelong love of learning.

**Partnership with Parents and the Wider Community**

We recognise that parents and carers are key partners in supporting pupil outcomes. Through workshops, targeted support from our SENDCo, and practical home-learning guidance, we aim to build parents' confidence and knowledge in supporting their child's learning journey. Research indicates that 'parental engagement has a positive impact on average of four additional months' progress per year' (EEF, 2021). By nurturing this partnership, we create a shared language and high expectations across our school community.

**Well-being and Mental Health**

The well-being of our pupils and families is central to our vision. We understand, in line with research from Public Health England (2014) and the EEF's Social and Emotional Learning Guidance (2019), that good mental health and emotional resilience are essential foundations for effective learning. Through our Pupil Premium Strategy, we prioritise the development of emotional literacy, self-regulation, and positive relationships. We also provide opportunities for parents and pupils to learn about and discuss what good mental health looks like, reinforcing the message that well-being underpins achievement. In summary, our Pupil Premium Strategy is designed to break down barriers, raise aspirations, and ensure equity of opportunity. Through high-quality teaching, targeted support, and strong relationships, we strive to enable every child at Penshurst CE Primary School to thrive — academically, emotionally, and socially.

Challenges

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

| Challenge | Details of challenges  |
|-----------|--|
| 1         | <b>Well-Being / Healthy Lifestyles</b> - Pupils may face a range of barriers to their wider development at school; for example they may not be aware of the importance of: <ul style="list-style-type: none"><li>• personal well-being</li><li>• good mental health</li><li>• dealing with anxiety</li><li>• building resilience</li></ul> |

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|---|--|
|   | <ul style="list-style-type: none"> <li>• having a positive view of themselves as learners.</li> <li>• Understanding the importance of good attendance on achievement and well being</li> </ul>   |
| 2 | <p><b>Attendance</b></p> <p>Pupils who are in receipt of the Pupil Premium Grant may have lower attendance than the school's non FSM pupils.</p> <p>Attendance impacts the outcomes for these pupils as they may miss a significant number of lessons.</p> <p>Attendance impacts end of key stage attainment and pupils in receipt of FSM do not achieve as highly as our non FSM pupils.</p>  |
| 3 | <p><b>High quality outcomes in phonics</b></p> <p>Parents of pupils in receipt of FSM may not have the necessary knowledge to fully support their child/children in the acquisition of phonic knowledge or the development of reading comprehension skills.</p> <p>Parents may not be able to allocate time to reading at home with their child(ren).</p>  |
| 4 | <p><b>Understanding the role of reading in future well-being and success</b></p> <p>Pupils with poor phonological awareness are less likely to be fluent readers at the end of Key Stage 1. As pupils move through the school the time given to implementing phonic interventions is reduced and teachers in Key Stage 2 may not have the relevant training to use a phonic approach / strategies to teaching reading or intervention.</p> <p>Poor reading comprehension skills impedes access to the school's wider curriculum offer.</p> <p>Poor reading comprehension is linked to poor phonic knowledge.</p> <p>Vocabulary acquisition is not extensive and impacts reading and writing outcomes.</p> <p>We will provide pupils with teachers and resources that can implement a high quality reading programme of study that focuses on excellent outcomes.</p> |
| 5 | <p>Financial barriers mean that pupils may not have access to a wider range of activities and opportunities.</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>For all pupils to have an understanding of what good mental health and well-being are and why they are important to them as individuals and learners.</p> <p>Pupils to have a good understanding of healthy lifestyles including being physically active and how these impact positively on learning and personal development.</p> <p>Pupils are able to face challenges and have a range of strategies to deal with different situations.</p> <p>Pupils develop a positive self image.</p> <p>Pupils talk about themselves as learners, have self-belief and are ambitious.</p> | <ul style="list-style-type: none"> <li>• Pupils can discuss ways in which they look after their mental health and well-being. Through 'pupil voice' activities / discussions they are able to articulate how this helps them in lessons and with learning.</li> <li>• Learning across the curriculum (DT/Science/PSHE/PE) embeds and advocates the need for a healthy lifestyle to support good development of the body and mind.</li> <li>• Pupil behaviour is good and pupils are able to demonstrate / articulate how they deal with situations.</li> <li>• Pupils are not involved in behaviour incidents and are able to be role models of the school's vision and values.</li> <li>• Through pupil voice, leadership/governor monitoring pupils are confident in talking about themselves as learners, what they are good at, what they can improve and what their aspirations are.</li> <li>• Pupils have a sense that the school supports them through the curriculum we teach and the pastoral support we provide.</li> <li>• Pupils who have been identified as needing additional support with their wellbeing, including anxiety, poor self esteem or self regulation have taken part in 'Relax Kids' sessions.</li> </ul> |
| <p>Parents are able to support pupils at home with the acquisition of key reading skills (phonics – for reading and spelling/ reading fluency and comprehension)</p> <p>Parents understand the importance of reading fluency in determining future achievement – not just at school now but achievement in the future.</p>  | <ul style="list-style-type: none"> <li>• Parents have a better understanding of how they might support their child at home.</li> <li>• SENDCo provides information/ training for parents who need additional support; Parent Surgery is attended by a range of parents how find supporting their children challenging.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Parent surveys indicate that parents feel supported by the school to improve their knowledge and skills linked to home learning.</li> <li>• Parents engage with home reading and understand the importance of regular home reading – for all pupils.</li> </ul>  |
| <p>Pupils are fluent readers and have the necessary skills and knowledge to access the school's wider curriculum.</p> <p>Their ability to reading fluently and accurately means that they 'know more and remember more'</p> | <ul style="list-style-type: none"> <li>• Pupils have good reading comprehension skills and this is evidenced across the curriculum as well as in assessments that are more formal.</li> <li>• Subject leader-monitoring evidences that pupils have good understanding in a range of subjects and pupils can access reading materials in the subjects that we teach.</li> <li>• Governor monitoring evidences that pupils are able to read fluently, can talk about their reading and how they are supported at home and in school to develop their reading skills.</li> </ul> |
| <p>All pupils have the same opportunities and can access activities / experiences that the school offers.</p> <p>There are no financial barriers for our families – the school provides support as necessary.</p>           | <ul style="list-style-type: none"> <li>• Pupils across the school are involved in clubs, activities and opportunities that the school provides; eg access to enrichment clubs, trips, assemblies etc.</li> <li>• The school ensures that all pupils have the resources and equipment; school uniform and books etc. to enable them to fully participate.</li> </ul>   |
| <p>Attendance is good for all pupils. Attendance for all pupils is 96% or above.</p> <p>Attendance for identified groups of pupils meets or exceeds national averages.</p>  | <ul style="list-style-type: none"> <li>• Attendance is in line with the school's attendance target of 96% or above.</li> </ul>  |

### Activity in this academic year 2025-26 Budget

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: £15,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>At Penshurst CE Primary, we believe that the strength of our teaching team has the greatest impact on pupil learning. All pupils benefit from the expertise and dedication of our experienced staff.</p> <p>As part of our strategic approach, we use Pupil Premium Grant funding to enhance our overall staffing budget. This enables us to recruit and retain high-quality teachers and support assistants, ensuring every child receives the best possible education.</p> <p><b>CPD</b></p> <ul style="list-style-type: none"> <li>- Training in the teaching of reading with a focus on all teachers/support staff having a good understanding of how to teach phonics</li> <li>- Embedding our bespoke phonic programme</li> <li>- Training in the teaching of vocabulary acquisition to all staff</li> <li>- Training and support to embed Quality First Teaching strategies (checking for</li> </ul> | <p>Education Endowment Foundation research informs our strategic thinking.</p> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme .</p> <p>Training: ensure all staff have the necessary pedagogical skills and content knowledge.</p> | 2 & 3                         |

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| <p>understanding, vocabulary acquisition, cold-calling)</p> <ul style="list-style-type: none"> <li>- Training to adopt a 'teaching for mastery' approach in mathematics.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- Ongoing CPD delivered via our CUSP curriculum providers (reading and writing Pupil Book Study)</li> <li>- Resources (books, online study, professional development events or qualification) that allow staff to participate in professional development pathways (NPQs)</li> </ul>   | <p>Improving staff subject knowledge is a key part of the school's development plan for 2022/23</p> <p>Education Endowment Foundation (EEF) 'closing the attainment gap' – also identifies 'what happens in the classroom' makes the biggest difference. We are therefore investing our funding in teacher training to ensure that all children benefit from teacher subject knowledge.</p> <p>The Reading Framework identifies the need for a systematic approach to teaching of phonics. (Section 3)</p>   |          |
| <ul style="list-style-type: none"> <li>- English Leader release time to develop and monitor high quality phonics programme and English teaching materials. (1 day per week)</li> </ul>  | <p><i>EEF Research Evidence</i></p> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p> <p>CPD is best provided by a leader with excellent subject knowledge and understanding of a high quality-reading curriculum.</p> <p>The school's English Leader has the necessary knowledge and expertise to develop and implement our bespoke phonics programme and to oversee the teaching of reading throughout the school.</p> | 2 & 3    |
| <ul style="list-style-type: none"> <li>- CPD: whole school focus on developing well executed QfT strategies</li> </ul> <p><b>High-quality teaching includes:</b></p> <ul style="list-style-type: none"> <li>- Explicit instruction: Clear explanations and modelling of concepts.</li> <li>- Scaffolding: Supporting pupils to reach challenging goals, then gradually removing support.</li> <li>- Flexible grouping: Adapting groupings to meet learning needs.</li> <li>- Cognitive and metacognitive strategies: Teaching pupils how to think about their learning, monitor their understanding, and apply strategies effectively.</li> <li>- Retrieval practice: Helping pupils retain knowledge over time through spaced and varied recall activities.</li> </ul> | <p><i>Great teaching is the most important lever for improving pupil attainment. It benefits all pupils, but has the greatest impact on those from disadvantaged backgrounds. (EEF Research)</i></p>   | 1, 2 & 3 |
| <ul style="list-style-type: none"> <li>- CPD: whole school training sessions / INSET using CUSP curriculum materials to improve outcomes in reading</li> <li>- CPD : whole school participation in 'Teaching for Mastery' NCETM (Kent and Medway Maths Hub)</li> </ul>  | <p>EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.</p> <p><i>EEF Research Evidence</i></p> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</i></p>  | 2 & 3    |



**Targeted academic support**

Budgeted cost : £10,000

| Activity   | Evidence that supports this approach  | Challenges addressed |
|--|---|----------------------|
| Targeted 1:1 and small group support via additional TA support in classes  | <p>Evidence from the Education Endowment Foundation indicates that 1:1 tuition can deliver an additional 5 months in progress.</p> <p>Small group support has also been proven to have a moderate impact for relatively low cost<br/> <i>EEF Research Evidence</i><br/> <i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.</i></p> | <b>2 &amp; 3</b>     |
| Targeted 1:1 and small group support via additional TA and SENCo Provision for pupils with anxiety based school avoidance  | <p>Evidence from the Education Endowment Foundation indicates that 1:1 tuition can deliver an additional 5 months in progress.</p> <p>Small group support has also been proven to have a moderate impact for relatively low cost<br/> <i>EEF Research Evidence</i><br/> <i>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.</i></p> | <b>1 &amp; 5</b>     |
| <p>Structured follow-up from PSHE lessons</p> <p>Purchase of resources to support the teaching of PSHE</p> <p>Use of Forest School initiative to provide pupils with time in nature and outdoor spaces</p> | <p>The evidence provided by The PSHE Association shows that pupils who are positive about the PSHE lessons that they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school.</p> <p>We provide pupils with emotional and anxiety needs with a programme of 6 weeks intensive support via 'Relax Kids'.</p> <p><i>EEF Research Evidence</i><br/> <i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</i></p>   | <b>1 &amp; 5</b>     |
| <p>Structured follow-up from PSHE lessons</p> <p>Purchase of resources to support the teaching of PSHE</p>   | <p>The evidence provided by The PSHE Association shows that pupils who are positive about the PSHE lessons that they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school.</p> <p><i>EEF Research Evidence</i><br/> <i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</i></p>   | <b>1 &amp; 5</b>     |

**Wider strategies (for example related to attendance, behaviour, well-being)**

Budgeted Cost: £4000.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training and collaborative projects related to updated Government guidance on improving attendance in schools  | Working Together to Improve School Attendance (DfE publication May 2022)<br><i>EEF Research Evidence</i><br><i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i>   | <b>5</b>                      |
| Financial support for :<br>Y5/6 residential trip<br>School visits and experiences<br>Early Morning Club and After-school Club<br>Extra-curricular sports and well-being clubs<br>Top-up swimming | Evidence from previous years supports this provision as it has had a positive impact on attendance and individual pupil's sense of worth and involvement in the school community<br><i>EEF Research Evidence:</i><br><i>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</i><br><br><i>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</i> | <b>4 &amp; 5</b>              |

**Total budgeted cost: £ 29,000.00**



| <b>2. Attainment – End of KS2 SATs</b>                                      |                                      |                              |                                   |
|---|--------------------------------------|------------------------------|-----------------------------------|
| <b>Attainment for 2024/25</b>   | <b>School Pupils eligible for PP</b> | <b>National average (PP)</b> | <b>Pupils not eligible for PP</b> |
| <b>% achieving expected standard or above in reading, writing and maths</b> | 0                                    | TBC                          |                                   |
| <b>% achieving expected standard or above in reading</b>                    | 0                                    | TBC                          | 88%                               |
| <b>% achieving higher standard in reading</b>                               | 0                                    | TBC                          | 78%                               |
| <b>% achieving expected standard or above in writing</b>                    | 0                                    | TBC                          | 78%                               |
| <b>% achieving higher standard in writing</b>                               | 0                                    | TBC                          | 22%                               |
| <b>% achieving expected standard or above in maths</b>                      | 0                                    | TBC                          | 78%                               |
| <b>% achieving higher standard in maths</b>                                 | 0                                    | TBC                          | 11%                               |

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

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| <div><div><b>Review of Pupil Premium Strategy and Enrichment Activities (2024–2025)</b></div><div><b>Penshurst CE Primary School</b></div><div>During the 2024–2025 academic year, Penshurst CE Primary successfully delivered a wide range of enrichment activities and support programmes, underpinned by our strategic use of Pupil Premium funding. Our core aim—to ensure all pupils, particularly those from disadvantaged backgrounds, benefit from high-quality teaching and meaningful experiences—was fully realised.</div><div><b>Key Achievements</b></div><div><ul style="list-style-type: none"><li><b>Y5/6 Residential Trip</b><br/>Pupils in Years 5 and 6 participated in a highly successful residential experience, which fostered independence, teamwork, and resilience. The trip was fully inclusive; with Pupil Premium funding ensuring no child was excluded due to financial barriers.</li><li><b>School Visits and Experiences</b><br/>Across all year groups, pupils engaged in a variety of educational visits and in-school experiences that enriched the curriculum and deepened learning. These opportunities supported engagement and broadened horizons, particularly for those who may not otherwise access such experiences.</li><li><b>Early Morning and After-School Clubs</b><br/>Our wraparound care provision was strengthened this year, with increased uptake from Pupil Premium families. These clubs supported working families, improved attendance and punctuality, and provided a safe, structured environment for pupils before and after school.</li><li><b>Extra-Curricular Sports and Well-being Clubs</b><br/>A wide range of clubs were offered, promoting physical health, mental well-being, and social development. Pupil Premium funding enabled full access for eligible pupils, contributing to improved confidence, behaviour, and peer relationships.</li><li><b>Top-Up Swimming</b><br/>Additional swimming sessions were provided to ensure all pupils met national curriculum expectations. This targeted support was particularly beneficial for disadvantaged pupils, helping to close gaps in attainment and build water safety skills.</li></ul></div><div><b>Impact on Pupil Outcomes</b></div><div>The strategic use of Pupil Premium funding allowed us to maintain a strong and experienced teaching team, which had a direct and measurable impact on pupil progress. Internal data shows that disadvantaged pupils made strong gains in reading, writing, and maths, with gaps narrowing across key stages. Attendance and engagement also improved, reflecting the success of our inclusive and supportive approach.</div></div> |
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