



Pupil Premium Strategy Statement

Academic Year 2025- 2026

Send C of E Church of England Primary School

School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2025
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Marianne McDonnell
Pupil premium lead	
Governor Lead	Mrs Yvonne McLeod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,665 tbc
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total allocation for this academic year	£61,665 tbc
Total budget for this strategy plan	TBC

Part A: Pupil premium strategy plan 2025-2026

Statement of intent

Our school Vision Statement states our fundamentally held beliefs. These are that:

- Everyone is offered a warm welcome here.
- We serve the children, staff, parents and our community to the best of our ability, every day.
- We have high expectations for our children.
- We celebrate uniqueness by helping every child to achieve their God given potential. We love one another as we are loved by God.

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress from their starting points and achieve well across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils' to achieve that goal. Disadvantaged pupils are those who experience barriers to education, over and above those experienced by typical peers, including being eligible for the Pupil Premium. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

The principles at the heart of our strategy are:

- Ensuring we offer every pupil an exciting and engaging curriculum in all subjects.
- Ensuring that underserved pupils, including those who are higher achievers, receive teaching which is at least good in every lesson.
- Ensuring that underserved pupils are prioritised for all interventions so that children who have fallen behind peers with similar starting points, receive frequent intervention and support.
- Securing good mental health and emotional well being for all pupils, but particularly for our underserved pupils.
- High-quality teaching, 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.

To ensure that our approach is effective, we will:

- Be data led and research focused in decision making. Internal and standardised data will be thoroughly analysed to identify trends of underachievement. Interventions and support packages will be based on a range of research from sources such as the Education Endowment Foundation and The Sutton Trust.
- Act early to intervene at the point at which need is identified.
- Champion a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Be collaborative with other agencies so that we can rigorously review the impact of our work.
- Plan for and review our Pupil Premium allocation yearly. This enables us to be most responsive in our intervention and support, ensuring it is always based on the needs of the current cohort of children in receipt of Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge / Barrier to Learning and Achievement
1	<p>Children with multiple disadvantages We define our Underserved Pupils as those who are eligible for the Pupil Premium funding AND ALSO have additional vulnerabilities or deprivation markers which add additional barriers to learning and achievement (e.g. SEND, EAL, GRT, Significant DSL involvement etc). Multiple barriers to learning affect pupils' emotional well-being and can reduce their ability to be ready to learn and to make progress.</p>
2	<p>Readiness for Learning Internal assessments, observations and discussions have identified a range of barriers to learning, which affects pupils' readiness to learn in class. These include:</p> <ul style="list-style-type: none"> ● low self-esteem and/or self belief ● disengagement with learning ● not being able to follow behaviour expectations ● adverse childhood experiences
3	<p>Academic Attainment - Reading, Phonics, Writing and Maths Assessments show that the percentages of underserved pupils reaching the expected standard is lower than pupils that are not underserved across all ages and subject areas.</p>
4	<p>Parental Engagement (including Attendance and Punctuality) Parents are key partners in education. Our pupils are generally not able to come to school without the support of a parent. Where parents are unable or unwilling to support attendance, or to act as educators at home this places a significant barrier to learning and achievement for pupils.</p>
5	<p>Cultural Capital Where pupils have limited exposure to a range of cultural and sporting activities for example:</p> <ul style="list-style-type: none"> ● Not taking part in after school or outside clubs ● Having a 'print poor' home environment ● Families unable/ unwilling to visit cultural and historic places of interest (museums, stately homes, theatre etc) <p>opportunities need to be offered to develop their cultural capital, support personal development and improve social skills.</p>
6	<p>Economic or Social Hardship Complex family needs – family deprivation (housing, food) parental separation, parental illness/bereavement and domestic abuse</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
Disadvantaged pupil's social, emotional, mental and behavioural barriers to learning have been addressed, enabling them to access the curriculum effectively	<ul style="list-style-type: none"> ● Pupils to be able to settle in the classroom and join in whole class learning from the beginning of the school day. ● Pupils successfully able to regulate emotions ● Nurture approach is embedded in school. ● Nurture group established and successful
Improved reading, writing and maths attainment among pupils with PP, enabling the attainment gap with whole school data to be reduced.	<ul style="list-style-type: none"> ● Yearly increase in the percentage of children in each year group achieving age related expectations. ● Yearly increase in the percentage of children achieving greater depth. ● Yearly increase in the percentage of disadvantaged pupils passing the Phonics Screening Check ● Yearly increase in the percentage of disadvantaged pupils passing the Y4 Multiplication tables check.
To achieve and sustain improved attendance for our disadvantaged pupils	<ul style="list-style-type: none"> ● Work with individual families to increase attendance of pupils who are persistently absent. ● Target attendance of underserved pupils to be consistently above 95%
To improve the enrichment opportunities provided for disadvantaged pupils	<ul style="list-style-type: none"> ● All disadvantaged children have access to enrichment opportunities and attend, educational visits, sporting activities, clubs, swimming, music lessons and residential trips.

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: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to provide targeted support in class</p> <p>LSA time is funded in all classes for each morning and at least 50% of afternoons</p>	<p>Learning Support Assistants Teaching assistants support the teacher in delivering high quality teaching and lead intervention groups (EEF Teaching & Learning Toolkit)</p> <p>The average impact of the deployment of Learning Support Assistants is about an additional four months' progress over the course of a year.</p>	1,2,3
<p>CPD for teachers</p> <p>Subject specific training e/g/ phonics, maths & general pedagogical training including metacognition .</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p>	1,2,3,
<p>CPD for Learning Support Assistants</p> <p>All support staff will benefit from regular training sessions as well as specific training in key interventions</p>	<p>Investing in professional development for Learning Support Assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. (EEF Teaching & Learning Toolkit)</p>	1,2 3,
<p>Phonics Training</p> <p>New to role/ Catch-up training and additional resources for Read Write Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics Tutoring targeted at pupils whose progress has stalled or who require further phonics support to keep up with peers	<p>Targeted intervention programs run by class teachers and TAs will be used to close gaps in learning. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p>	1,2,3,
Additional English targeted support / catch-up sessions in areas not covered above e.g. handwriting/ spelling (Literacy for All)	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 and in small groups.	1,2,3,
Every Child counts small group maths intervention.	<p>We will run the 1st Class@ Number 1 & Success@ Arithmetic Interventions which have been produced by Every Child Counts.</p> <p>Evidence shows that children in these interventions typically make an average Number Age gain of 13 months over the 4 months of the intervention, which is over 3 times the expected progress.</p>	1,2,3,
Year 6 'Catch Up' Groups Targeted teaching to small groups of Y6 pupils (prioritising underserved pupils) to support them in meeting the end of Key Stage 2 expectations.	Tuition in small groups, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,
Fund Nurture group Staff	The Nurture group approach (embedded as part of the Surrey Nurturing School's program) is an evidence based approach to supporting complex social and emotional needs in school	1,2

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

Budgeted cost: **£TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund CPD release time to take part in Surrey Nurturing School's program	Program designed by SAfE to explore issues faced by underserved pupils in behaviour, attendance & SMEH. Collaboration on this project between staff at all levels and governors will lead to better outcomes.	All
Fund Child & Family Support Worker to support and develop parental engagement and support children's lived experiences.	Regular contact with parents (phone calls, emails to establish trusting relationships and encourage parents to see school as a supportive working partner). Offer of pastoral and family support when needed (to follow regular review and monitoring of vulnerable children) (EEF Teaching & Learning Toolkit) Research shows that increasing time in school, developing parental 'buy-in' has a positive impact on learning, progress and attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,4,5,6
Fund ELSA individual support for children.	ELSA sessions impact on children's targeted areas of need. Social and emotional learning approaches have on average, four months' additional progress in academic outcomes over the course of an academic year. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (Social and emotional learning EEF educationendowmentfoundation.org.uk)	1,2,3,
Fund / heavily subsidise enrichment activities, uniform, equipment and trips for underserved children	Underserved pupils will not be prevented from accessing the full wider curriculum by a low level of access to the resources needed. e.g. uniform, stationery, sports clothing, club fees etc. Part fund with FOSP the 'Birthday Books' program	1,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £TBC