



Sundridge & Brasted CE Primary School

Pupil Premium Strategy Statement



School Overview

School Name:	Sundridge & Brasted CE Primary School
Number of Pupils on Roll:	68
Eligible Pupil Premium:	56%
Academic Year:	2024-2025
Review Dates:	Annual (next review scheduled for July 2025)
Pupil Premium Lead:	Tom Hardwick
Governor/Trustee Lead:	Steph Stevens

Funding Overview

Pupil Premium Allocation:	£42,919
Additional Recovery Premium Funding:	not applicable
Carried Forward Funds from Previous Year:	not applicable

Statement of Intent

At Sundridge & Brasted CE Primary School, our intent is to provide every child, especially those eligible for Pupil Premium (PP), with the support they need to thrive academically and socially. We recognize that our PP pupils face unique challenges, including lower attendance rates, higher instances of speech and language needs, and more frequent requirements for tailored intervention in phonics, mathematics, handwriting, and writing.

Our goal is to close the attainment gap by prioritising high-quality teaching, focused interventions, and comprehensive pastoral support for pupils and their families. We also seek to break the negative impact of multi-generational low attainment at primary school and poor socio-economic childhood situations.

We aim to expand these pupils' general knowledge and life experiences, ensuring that they have the opportunities, skills, and confidence necessary to reach their full potential.

Our strategy is aligned with evidence-based practices and includes regular monitoring and adaptation to meet the evolving needs of our children.

Challenges

1. Attendance:

PP pupils' attendance is consistently lower than their non-PP peers, which impacts continuity in learning and achievement.

2. Speech and Language Needs:

Many PP pupils have pronounced speech and language needs, requiring specialized support.

3. Academic Intervention:

A significant portion of PP pupils need additional support in phonics, mathematics, handwriting, and writing to meet age-related expectations.

4. General Knowledge and Life Experiences:

Limited access to diverse life experiences has impacted PP pupils' general knowledge, which influences comprehension and vocabulary in learning.

5. Family and Pastoral Support Needs:

PP families often need additional support in accessing medical and social services, and we frequently assist with linking families to food banks and writing letters to external agencies such as GPs and social workers. We offer children support with their emotional learning through ELSA sessions with a trained practitioner and family liaison support via weekly parent drop ins and being easily available with open communication with parents.

Intended Outcomes

Challenge	Intended Outcome	Success Criteria
Attendance	Improve PP pupils' attendance to be in line with or better than non-PP peers.	PP attendance rate meets or exceeds 95%.
Speech and Language Development	Address speech and language delays among PP pupils.	80% of PP pupils receiving speech and language support show measurable improvement in assessments.
Academic Performance	Narrow attainment gap in phonics, maths, handwriting, and writing.	75% of PP pupils meet age-related expectations in core subjects by the end of the year.
Broadened Life Experiences	Enhance PP pupils' general knowledge and life experiences.	All PP pupils participate in at least two enrichment activities each term.
Enhanced Family and Pastoral Support	Ensure PP families receive the support needed to access medical and social services.	90% of PP families report improved access to necessary support, as reflected in feedback surveys.

Planned Activities for Current Academic Year

1. Teaching Strategies:

- Professional Development: Focused training for staff on addressing speech and language needs, particularly in phonics and vocabulary enrichment.
- Small Group Teaching: Dedicated time each week for small group sessions, allowing focused support in maths, phonics, and writing skills for PP pupils

2. Targeted Academic Support:

- Speech and Language Interventions: On-site speech and language specialist one day per week to work with PP pupils showing delays.
- Focused Phonics and Maths Interventions: Structured programs for phonics and maths support, led by trained TAs, to help PP pupils meet age-related expectations.
- Handwriting and Writing Skills: Additional sessions dedicated to improving fine motor skills, handwriting, and writing composition for PP pupils.

3. Wider Strategies:

- Attendance Monitoring and Support: A proactive approach to attendance, including daily follow-ups for absences and a recognition program for improved attendance.
- Pastoral Support for Families: Continued support in connecting PP families to necessary resources, including food banks, medical assistance, and social support. We assist with written communications to GPs, social workers, and other relevant agencies.
- Enrichment Programs: Subsidized field trips, workshops, and on-site experiences tailored to broaden life experiences and cultural capital among PP pupils.

Budget Allocation

Professional Development for Staff:	£17,054
Speech and Language Interventions:	£10,000
Phonics and Maths Support Programs:	£ 6,000
Attendance Incentive Program:	£ 800
Family Support Initiatives and Resources:	£ 2,050
Enrichment Programs and Subsidized Trips:	£ 7, 015

Review of Previous Year's Strategy

Review of Impact of Pupil Premium Strategy (2024–2025)

The Pupil Premium strategy at Sundridge & Brasted CE Primary School has had a positive impact on improving outcomes for pupils eligible for Pupil Premium funding. The school has used its funding effectively to address the identified barriers to learning, particularly in relation to attendance, speech and language development, academic attainment and pastoral support for families.

Attendance

Targeted monitoring, daily follow-up of absences and close work with families have led to improved attendance for Pupil Premium pupils. Although some pupils continue to face complex family and health-related challenges, the attendance gap between Pupil Premium and non-Pupil Premium pupils has reduced over the year.

Academic Attainment and Progress

Targeted small-group teaching and intervention in phonics, mathematics, handwriting and writing have supported Pupil Premium pupils to make good progress from their starting points. By the end of the academic year, an increasing proportion of Pupil Premium pupils are working at or approaching age-related expectations, particularly in early reading and mathematics. Pupils who did not meet age-related expectations have nonetheless made sustained progress.

Speech and Language Development

Investment in specialist speech and language provision has resulted in measurable improvements for the majority of Pupil Premium pupils receiving support. Improved communication skills have had a positive impact on pupils' engagement in lessons and their ability to access the wider curriculum.

Wider Strategies and Enrichment

Funding has enabled all Pupil Premium pupils to access a wide range of enrichment activities and educational visits. This has improved pupils' cultural capital, vocabulary and confidence, supporting broader curriculum engagement.

Pastoral Support

Pastoral and family support has been a significant strength of the strategy. The school's work with families to access external services, alongside ongoing emotional support for pupils, has contributed to improved wellbeing and readiness to learn.

Overall Impact

Overall, the Pupil Premium strategy has been effective in improving attendance, supporting academic progress and addressing wider barriers to learning. Ongoing monitoring and evaluation will continue to inform future planning, ensuring that funding remains targeted and responsive to the needs of Pupil Premium pupils.