



Sundridge & Brasted CE Primary School

Pupil Premium Strategy Statement

2026-2027



**SUNDRIDGE
& BRASTED**
CE PRIMARY SCHOOL

School Overview

School Name:	Sundridge & Brasted CE Primary School
Academic Year:	2026-2027
Number of Pupils on Roll:	80
Number of Pupil Premium Pupils:	40
Percentage Pupil Premium:	50%
SEN:	37 pupils (46%)
EHCP/High Needs Funding:	13 pupils (16%)
EAL:	7 pupils (9%)
Pupil Premium Lead:	Tom Hardwick
Governor Led:	Steph Stevens
Review Date:	July 2027

Statement of Intent

At Sundridge & Brasted CE Primary School, we are committed to ensuring that every pupil, regardless of background or circumstance, achieves their full potential.

Our strategy is founded on the understanding that disadvantage rarely exists in isolation. Analysis of attainment data, attendance information, vulnerable pupil monitoring and Pupil Progress Meetings demonstrates that many disadvantaged pupils also experience additional barriers including SEND, communication and language difficulties, emotional regulation needs, attendance concerns and wider family challenges.

We aim to remove these barriers through:

- High-quality teaching
- Evidence-informed adaptive practice
- Targeted intervention
- Effective pastoral support
- Strong relationships with families
- Enrichment opportunities
- Careful monitoring of vulnerable pupils.

Our ultimate goal is to ensure that disadvantaged pupils achieve well academically, attend school regularly, participate fully in school life and are prepared successfully for the next stage of their education.

Evidence-Informed Approach

This strategy has been developed following analysis of:

- Summer 2026 attainment outcomes
- Termly Pupil Progress Meetings
- Vulnerable pupil monitoring
- Attendance analysis
- Internal assessment information
- Education Endowment Foundation (EEF) research.

Funding decisions have been prioritised according to the barriers most frequently affecting disadvantaged pupils within the school.

Challenges

Following a comprehensive review of attainment data, attendance information, vulnerable pupil monitoring and Pupil Progress Meetings, the following key barriers have been identified:

Challenge 1 – Writing Attainment

Writing remains the lowest attaining core subject and the area where disadvantaged pupils experience the greatest barriers to success.

Challenge 2 – Communication and Language

Communication and language difficulties emerge consistently across the school and affect access to reading, writing and mathematics.

Challenge 3 – SEND and Complex Needs

A significant proportion of disadvantaged pupils also have identified SEND, EHCPs or additional learning needs.

Challenge 4 – Independence and Readiness to Learn

Many pupils can demonstrate understanding with support but struggle to apply skills independently.

Challenge 5 – Attendance, Vulnerability and Family Circumstances

Some disadvantaged pupils experience wider barriers linked to attendance, emotional wellbeing and family circumstances.

Intended Outcomes

Challenge	Intended Outcome	Success Criteria
Writing Attainment	Improve writing outcomes for disadvantaged pupil	Increased proportion of disadvantaged pupils achieving age-related expectations in writing and reducing attainment gaps over time
Communication and Language	Improve vocabulary, communication and language development	Pupils receiving support demonstrate measurable improvement in communication, vocabulary and curriculum access
SEND and Complex Needs	Improve progress and curriculum access	Disadvantaged pupils with SEND make strong progress from their starting points and intervention impact is evidenced through Pupil Progress Meetings
Independence and Readiness to Learn	Develop resilience and independent learning behaviours	Pupils demonstrate increased independence and reduced reliance on adult scaffolding
Attendance and Vulnerability	Improve attendance, engagement and participation	Attendance improves and pupils demonstrate increased participation, engagement and readiness to learn

Activity in This Academic Year:

1. High Quality Teaching

Objective

Ensure disadvantaged pupils consistently receive high-quality teaching and adaptive classroom practice.

Actions

- Whole-school focus on writing development
- Staff training in adaptive teaching approaches
- Vocabulary-rich curriculum implementation
- Communication-friendly classroom environments
- Development of oracy opportunities
- Consistent use of scaffolds and adaptive resources
- Effective use of formative and diagnostic assessment

Evidence Base

EEF evidence consistently identifies high-quality teaching as the most effective approach for improving outcomes for disadvantaged pupils.

2.Targeted Academic Support

Objective

Provide targeted support to accelerate progress and address identified barriers.

Actions

- Speech and language interventions
- Reading intervention programmes
- Writing intervention groups
- Precision teaching
- Structured phonics support
- Mathematics intervention programmes
- SEND-specific support programmes
- Vocabulary and communication support

Evidence Base

EEF research demonstrates that targeted interventions and small-group tuition can significantly accelerate progress when delivered effectively.

3. Wider Strategies

Objective

Remove wider barriers to learning and improve engagement.

Actions

- Attendance monitoring and support
- ELSA provision
- Counselling support
- Family support and signposting
- Breakfast provision
- Subsidised trips and residential visits
- Financial support for enrichment opportunities
- Transition support
- Nurture provision

Evidence Base

Research demonstrates that attendance, wellbeing, parental engagement and enrichment opportunities contribute significantly to improved educational outcomes.

Proposed Budget Allocation

Area	Estimated Allocation
High Quality Teaching and Staff Development	£15,000
Reading and Writing Intervention	£ 6,000
Speech and Language Support	£ 8,000
SEND and Processing Support	£ 6,000
Attendance and Family Support	£ 3,000
Enrichment and Inclusion Activities	£ 5,000
Pastoral, ELSA and Wellbeing Support	£ 4,000
Estimated Total (Final allocation to be adjusted once confirmed funding is received.)	£47,000

Monitoring and Review

The impact of this strategy will be monitored through:

Termly Pupil Progress Meetings

- Vulnerable pupil reviews
- Attendance reviews
- Governor monitoring visits
- Disadvantaged attainment analysis
- Intervention impact reviews
- Parent and pupil voice activities

Leaders will evaluate both academic outcomes and wider measures of attendance, engagement, participation and wellbeing.

Review of Previous Strategy (2025–2026)

The previous strategy has had a positive impact on pupil outcomes and inclusion.

Successes include:

- Improved attendance systems and monitoring
- Strong speech and language provision
- Effective pastoral and family support
- Increased access to enrichment opportunities
- Positive impact of targeted intervention
- Disadvantaged pupils achieving broadly in line with their peers

The Summer 2026 evaluation demonstrates that disadvantage is not the primary driver of attainment outcomes within the school. Instead, outcomes are influenced more significantly by SEND complexity, communication and language needs, independence and wider vulnerability factors. These findings have informed the priorities within this strategy.

Executive Headteacher Evaluation

Summer 2026 evidence demonstrates that disadvantaged pupils at Sundridge & Brasted CE Primary School achieve broadly in line with their peers despite exceptionally high levels of SEND and wider vulnerability across the school.

The next stage of development is to strengthen writing outcomes, communication and language provision and pupil independence whilst maintaining the highly inclusive culture that characterises the school.

This strategy reflects the school's commitment to ensuring that disadvantage does not limit opportunity and that every pupil is supported to achieve both academically and personally.