



Sundridge & Brasted CE Primary School

Pupil Premium Strategy Statement

2026-2027



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School Overview

School Information	Current Position
Academic year	2026 to 2027
Number of pupils on roll	81
FSM and expanded eligibility cohort	43 unique pupils (53%)
Eligibility profile	26 targeted ECE; 17 expanded ECE
Pupils with SEN	38 pupils (47%)
EHCP or high-needs funding	13 pupils (16%)
Pupils with EAL	6 pupils (7%)
Pupil Premium lead	Tom Hardwick
Governor lead	Steph Stevens
Review date	July 2027

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Statement of Intent

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

Our strategy recognises that disadvantage rarely exists in isolation. More than half of the current school population is eligible through the FSM and expanded eligibility criteria, while almost half of pupils have identified SEND. Analysis of attainment, attendance, pupil progress, safeguarding and pastoral information shows that the most significant barriers arise where disadvantage overlaps with SEND, communication and language needs, weak foundational knowledge, emotional regulation, attendance difficulties and wider family circumstances.

We will respond through consistently high-quality teaching, precise adaptive practice, carefully selected interventions, strong pastoral and family support, and equitable access to enrichment. Funding will be directed towards provision that is additional, evidence-informed and demonstrably connected to identified need.

Our ultimate aim is that disadvantaged pupils attend regularly, communicate confidently, learn with increasing independence, make strong progress from their starting points and participate fully in school life.

Evidence-Informed Approach

This strategy has been developed from the following evidence:

- the September 2026 FSM and expanded eligibility return
- Summer 2026 EYFS, phonics, multiplication check and Key Stage 2 outcomes
- termly Pupil Progress Meetings and internal assessment information
- analysis of the overlap between disadvantage, SEND and wider vulnerability
- attendance and persistent-absence monitoring
- vulnerable-pupil reviews, safeguarding information and family engagement
- Education Endowment Foundation evidence on high-quality teaching, targeted support, oral language, social and emotional learning, parental engagement and attendance.

Because cohort sizes are small and needs are complex, leaders will evaluate percentages alongside pupil-level progress, curriculum access, independence, attendance, wellbeing and participation. No single headline measure will be used in isolation.

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Baseline evidence from 2025 to 2026

Key Stage 2 disadvantaged outcomes

There were four disadvantaged pupils in Year 6. All four were also identified as having SEND, so the outcomes reflect the combined impact of disadvantage and additional need.

Measure	At expected standard	Outcome
Reading	3 of 4	75%
Writing	2 of 4	50%
Mathematics	1 of 4	25%
Grammar punctuation and spelling	1 of 4	25%

Reading was the relative strength. Writing, mathematics and grammar, punctuation and spelling remain priorities. The data also underlines the need to judge impact through the progress of individual pupils with SEND rather than through disadvantage alone.

Early Years disadvantaged outcomes

Three disadvantaged pupils completed Reception in Summer 2026. None achieved a Good Level of Development. All three were also identified as having SEND, reinforcing the need for early language, communication, personal development, literacy and mathematical support as they move into Year 1.

Other statutory indicators

Whole-cohort statutory outcomes provide further context. Six of 14 pupils met the Year 1 phonics standard. In Year 2, two of six pupils taking the phonics retake met the standard. The Year 4 multiplication check included three pupils scoring 25 and one scoring 22, alongside pupils with substantially weaker recall and one absence. These patterns support continued emphasis on systematic phonics, fluency, foundational knowledge and carefully targeted intervention.

Current eligibility profile

The September 2026 return identifies 43 unique eligible pupils: 26 through targeted eligibility and 17 through expanded eligibility. This represents approximately 53% of the current roll. Eligibility is distributed across all year groups, so improving outcomes for disadvantaged pupils is a whole-school responsibility rather than a discrete intervention programme.

Identified challenges

Challenge 1 - Communication language and early literacy

Communication and language needs affect vocabulary, comprehension, phonological awareness, reading, writing, confidence and access across the curriculum. EYFS and phonics outcomes demonstrate the importance of early identification and systematic support.

Challenge 2 - Writing attainment

Writing remains a priority across the school. Some pupils struggle with oral rehearsal, sentence construction, transcription, spelling, working memory and independent application. Year 6 outcomes and pupil-progress evidence indicate that pupils often require support to transfer taught skills into independent writing.

Challenge 3 - Mathematics and foundational knowledge

Some disadvantaged pupils have gaps in number sense, fluency, recall, mathematical vocabulary and reasoning. The range within multiplication-check outcomes and Year 6 mathematics outcomes show the need for diagnostic assessment and precise teaching of foundational knowledge.

Challenge 4 - SEND complex needs and curriculum access

Disadvantage overlaps substantially with SEND. Approximately 47% of pupils have identified SEN, and all disadvantaged pupils in the 2026 Year 6 and Reception outcome groups were also identified as having SEND. Pupils require ambitious expectations, strong ordinarily available provision and carefully evaluated additional support.

Challenge 5 - Independence regulation and readiness to learn

Some pupils can demonstrate understanding with substantial adult support but struggle to initiate, sustain or complete learning independently. Difficulties with attention, executive function, sensory regulation and emotional regulation can reduce learning time and increase reliance on adults.

Challenge 6 - Attendance, wellbeing, family circumstances and participation

Some pupils experience attendance difficulties, emotional needs, safeguarding concerns, family pressures or reduced access to wider opportunities. These barriers can affect readiness to learn and must be addressed through coordinated, relational and appropriately challenging support.

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Intended outcomes and success criteria

Priority	Intended outcome	Success criteria
Communication language and early literacy	Pupils communicate more confidently and secure the foundations needed for reading and writing.	Diagnostic and intervention measures show progress from starting points. Phonics outcomes improve. Classroom evidence shows increased vocabulary, participation and curriculum access.
Writing	Disadvantaged pupils write with greater accuracy, stamina and independence.	A greater proportion meet individual and age-related expectations. Book scrutiny shows improved sentence construction, transcription and independent application. The number working significantly below reduces where starting points allow.
Mathematics	Gaps in fluency, foundational knowledge and reasoning are identified and addressed.	Diagnostic and summative assessment shows identified gaps closing. Pupils improve recall and apply knowledge with less adult prompting.
SEND and complex needs	Disadvantaged pupils with SEND access an ambitious curriculum and make strong progress from their individual starting points.	Provision is matched to assessed need. Pupil Progress Meetings and provision reviews evidence progress, increased access and appropriate independence.
Independence regulation and readiness	Pupils engage successfully and rely less on adult scaffolding over time.	Observation, work scrutiny and pupil review demonstrate improved initiation, sustained engagement, self-regulation and completion of learning.
Attendance wellbeing and participation	Attendance, emotional readiness and participation improve for identified pupils.	Attendance and persistent absence improve from individual baselines. Disadvantaged pupils participate in trips, clubs, residential and enrichment, and financial disadvantage does not prevent access.

Activity in 2026 to 2027

1 High quality teaching

Objective: ensure disadvantaged pupils consistently receive ambitious, responsive teaching that anticipates and removes barriers.

- embed communication-friendly classrooms and explicit teaching of vocabulary
- strengthen oracy, oral rehearsal and high-quality adult-pupil interaction
- secure consistent systematic phonics and early reading practice
- develop writing through modelling, sentence construction, transcription and supported movement towards independence
- use diagnostic assessment to identify mathematical and literacy gaps precisely
- strengthen adaptive teaching for communication, processing, working-memory and executive-function needs
- use visual supports, scaffolds and concrete resources purposefully, then reduce support as pupils become secure
- ensure teachers understand the individual barriers and provision for disadvantaged pupils in their classes
- review implementation through learning walks, book scrutiny, planning review and Pupil Progress Meetings.

Evidence base: EEF evidence identifies high-quality teaching as the most important school-controlled factor in improving outcomes for disadvantaged pupils. Oral-language approaches, feedback and metacognitive teaching are most effective when embedded within strong classroom practice.

2 Targeted academic support

Objective: provide time-limited, evidence-informed support that addresses diagnosed gaps and connects directly to classroom learning.

- structured speech, language and communication intervention
- systematic phonics, decoding and reading-fluency support
- targeted comprehension and vocabulary teaching
- writing support focused on oral rehearsal, transcription, sentence construction and independent application
- precision teaching for tightly defined recall or knowledge gaps
- mathematics support focused on number sense, fluency, calculation and reasoning
- pre-teaching where it enables pupils to participate more successfully in whole-class learning
- entry and exit assessment for every intervention, with half-termly review of attendance, delivery and impact
- adaptation or discontinuation where intervention evidence does not demonstrate sufficient benefit.

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Teachers remain responsible for the progress of pupils receiving intervention. Impact will be evaluated through transfer into independent classroom work as well as intervention measures.

Evidence base: EEF evidence supports well-targeted small-group and one-to-one tuition when it is linked closely to classroom teaching, delivered consistently and evaluated against a clearly identified need.

3 Wider strategies

Objective: remove non-academic barriers that affect attendance, regulation, engagement and participation.

- half-termly review of disadvantaged attendance and persistent absence, with earlier action where attendance declines
- individual attendance planning where absence overlaps with SEND, health, anxiety or family circumstances
- ELSA, counselling, nurture and trusted-adult support based on assessed need
- breakfast and practical support where this improves punctuality or readiness to learn
- family engagement, proportionate challenge, Early Help and signposting to relevant services
- carefully planned transition support between classes, key stages and settings
- subsidised trips, residentials, clubs and enrichment opportunities
- monitoring of disadvantaged participation and pupil voice
- coordinated vulnerable-pupil reviews involving relevant leaders and staff.

Evidence base: EEF evidence indicates that parental engagement, social and emotional learning and targeted attendance approaches can improve participation and learning when they are matched carefully to the causes of difficulty.

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Proposed budget allocation

The allocation below remains provisional until final funding is confirmed. Expenditure will be reconciled against the confirmed grant and reviewed for impact throughout the year.

Area	Principal challenges addressed	Estimated allocation
High-quality teaching and staff development	1 to 5	£15,000
Reading writing and mathematics intervention	1 to 4	£6,000
Speech language and communication support	1 and 4	£8,000
SEND processing and independence support	4 and 5	£6,000
Attendance family engagement and Early Help	6	£3,000
Enrichment and inclusion	5 and 6	£5,000
Pastoral ELSA and wellbeing support	5 and 6	£4,000
Estimated total		£47,000

Monitoring and review

The strategy will be reviewed termly and evaluated fully in July 2027. Monitoring will include:

- termly Pupil Progress Meetings and disadvantaged attainment analysis
- separate evaluation of pupils where disadvantage overlaps with SEND
- intervention entry and exit measures and checks on transfer to classroom learning
- phonics, reading, writing and mathematics assessment
- half-termly attendance and persistent-absence review
- learning walks, book scrutiny and review of adaptive practice
- vulnerable-pupil and provision reviews
- monitoring of enrichment and extracurricular participation
- pupil and parent voice
- governor monitoring and review of expenditure against impact.

Where provision does not demonstrate sufficient impact, it will be adapted or discontinued. Leaders will record the reason for each significant spending decision and the evidence used to judge its effectiveness.

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Review of the 2025 to 2026 strategy

The previous strategy strengthened the school's systems for identifying and supporting disadvantaged and vulnerable pupils. Pupil Progress Meetings, vulnerable-pupil reviews, speech and language provision, pastoral support, family engagement and access to enrichment provided a coherent framework around individual pupils.

The Summer 2026 outcomes show that disadvantage cannot be considered separately from SEND and communication need. All four disadvantaged pupils in Year 6 were also identified as having SEND. Reading was the strongest Year 6 outcome, with three of four pupils meeting the expected standard; writing was achieved by two pupils, while one met the expected standard in mathematics and grammar, punctuation and spelling. In Reception, none of the three disadvantaged pupils achieved a Good Level of Development, and all three were also identified as having SEND.

Whole-school phonics and multiplication outcomes also demonstrate wide variation in foundational knowledge. The evaluation therefore supports continued emphasis on communication and language, early reading, writing, mathematical fluency, adaptive teaching and independence. It also confirms the need to measure progress from individual starting points and to evaluate whether support increases curriculum access and reduces reliance on adults.

Executive Headteacher evaluation

Sundridge and Brasted is a highly inclusive school serving a community in which disadvantage and additional need are widespread. The September 2026 return identifies 43 unique eligible pupils, approximately 53% of the school roll, while around 47% of pupils have identified SEN. The strategy must therefore influence everyday teaching and the whole-school curriculum rather than sit alongside them as a separate programme.

The evidence identifies communication, early literacy, writing, mathematical foundations, independence and readiness to learn as the principal educational priorities. It also demonstrates that academic support must be coordinated with attendance, wellbeing, safeguarding and family engagement.

During 2026 to 2027, leaders will place greater emphasis on diagnostic assessment, the quality of adaptive teaching, the transfer of intervention learning into the classroom and the gradual development of pupil independence. Success will be judged through attainment where appropriate, but also through progress from starting points, improved attendance, stronger participation and more secure access to the curriculum.

Through careful deployment and evaluation of Pupil Premium funding, the school will maintain ambitious expectations and ensure that disadvantage does not limit pupils' achievement, belonging or future opportunities.