



Pupil premium Statement 2025-2026

(lies alongside the 3 year strategy plan)

School Overview	
Detail	
School name	Cliftonville Primary and Pre-School
Number of pupils in school	848
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Whichcord, Head Teacher
Pupil premium lead	Caroline Spackman, Deputy Head Teacher
Governor / Trustee lead	Marianne Hooper

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£635,992
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£635,992

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide high quality teaching and learning for all pupils, irrespective of their gender, race, religion, or social background. We aim to support pupils to make good progress and achieve high levels of attainment across the curriculum. Our Pupil Premium strategy aims to provide support for disadvantaged pupils in order for them to achieve to the best of their ability. The principles upon which we spend our Pupil Premium allocation are as follows:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding is allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We understand and support the needs of all pupils, regardless of whether they are disadvantaged or not. We take into consideration the many challenges faced by our vulnerable pupils, including those who are looked after, who are young carers or have a social worker or are open to professionals.

High quality teaching and learning is through a broad, balanced and bespoke curriculum which is at the heart of what we do here at Cliftonville Primary School. Through a variety of assessment strategies such as both formative and summative assessments, data analysis, marking and feedback, observations and conversation, we monitor the needs of all pupils including those 'disadvantaged' and aim to accelerate progress moving children to at least age-related expectations; initially this will be in English

and mathematics but then this will filter through to the wider curriculum. Pupil Premium resources may also be used to target more able children on FSM to achieve the higher standard/working at greater depth.

School context of children in receipt of Pupil Premium

We are a very large primary school where the majority of our children come from local areas which are some of the poorest in the country. The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 453 Kent primary schools in terms of IMD. Cliftonville Primary School continues to be ranked with high IMD meaning being in the most deprived area. **In September 2017 it was ranked 9 out of 456 schools with 1 being the most deprived. Contextual data from Anspear-Pearsons in 2019-2020 indicated that 62% of children lived in the highest IMD band. (There is no reason to doubt that this is the same if not worse in 2025).** The IMD for 2025 ranks 3 of the school's catchment wards as 49th, 55th and 87th out of 32,844 wards in England. The school's usual average PP of around 50% is significantly higher than the national average of 24% and the Kent average of 27%.

In recent years the PP average has been increasing and has been around 52% mid-year onwards, with some year groups significantly higher.

The inward mobility of disadvantaged children remains a challenge to Cliftonville Primary School. For some disadvantaged children, Cliftonville is their fourth or fifth school. This disturbance to their learning has a negative impact on their achievement. Members of the SLT, SEND and office teams strive to ensure that school receives academic/external agencies/SEND information from previous schools as quickly as possible so that there is no barrier to continuity of provision.

Cliftonville Primary School will measure the impact of our pupil premium spending on outcomes and on development of self-confidence. This is done for each pupil at regular PPIs (Pupil Progress Interviews). Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions they have received. We will also track the support across all disadvantaged children to ensure that appropriate support and impact is in place.

As a school, we have a commitment to spending this Pupil Premium funding in the best way possible - and the impact of this is measured by the tracking of the attainment and progress of these 'Pupil Premium' children. We recognise that this is purely an indicator of the success (or otherwise) of our provision - it is not a complete picture of how well the effects of disadvantage are being redressed.

Percentage of Pupil Premium children cross the school- October 2025	
Year R	29%
Year 1	45%
Year 2	48%
Year 3	58%
Year 4	59%
Year 5	58%
Year 6	56%
Total	51%

Challenges

Challenges	
Barriers to future attainment (for pupils eligible for PP, including high ability)	
1	Point of entry data into Year R is particularly low especially for pupil premium children – many of whom are working at the middle and lower end of 0-3years in the prime areas. Children are particularly low in speech.
2	Academic achievement of pupil premium children is below that of non-pupil premium children. This is across reading, writing and maths. The gaps are biggest in the current Y2 and Y6 year groups. It is seen in both in-school data and national assessments.
3	The percentage of SEND pupil premium is disproportionately high. 72% of our SEND pupils are eligible for pupil premium.
4	Barriers to learning due to emotional well-being, poor mental-health and anxiety. This is relevant to both pupils and their families.
5	Parental expectation of children means home learning environments, support and engagement while at school is varied. Lack of parental engagement affects progress and attainment for some eligible pupils.
6	Year R, 1, 2 and 3 cohorts with a vast range of educational experiences including social, educational and out of school activities. They experienced nursery closures and limited access to pre-school groups and services. This had an impact on their social, emotional and academic developmental. It continues to impact attitude and motivation to learn.
7	Year 4, 5 and 6 cohorts – have experienced disrupted learning due to school closures during the Covid-19 pandemic – differences in learning are wide. There was variable engagement and access to remote learning through periods of school closure resulting in gaps in knowledge and changed attitudes to learning and school.
8	Attendance of pupil premium children is lower. Therefore, children are not at school for the gaps in attainment to close, instead they further increase. End of year data analysis showed clearly the evidence of persistent absence on learning:
9	Cultural capital for pupil premium children is limited. Children are therefore missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. The Covid-19 pandemic will have enhanced this as integration beyond their home will have been varied as well as the extent of interaction within the home.
10	Family circumstances (including financial issues and the cost-of-living crisis) affect engagement or access to learning and participation in extra-curricular activities. Some parents have explained they are not able to afford the bus fare to school.
11	Lack of resilience. Factors outlined above result in poor resilience for many children which hampers their ability to be confident and successful learners.

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 Outcomes		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children and non-Pupil Premium children's achievements will decrease	KS2 SATs results demonstrate diminishing difference in both progress and attainment for disadvantaged children and their peers. In house assessment data evidence that the gap is diminishing across the course of the children's time at Cliftonville.

B.	Support ensures that external barriers to learning can be broken down and well-being support ensures children are ready to learn	Pupil surveys, pupil conferencing and assessment screens demonstrate improvement in wellbeing and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively.
C.	Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	% of children leaving Year 6 at GDS will continue to increase across three-year plan and will be above national average for disadvantaged children.
D.	Disadvantaged children access all areas of the curriculum and the school's educational offer without restriction	Pupil conferencing and the QA process will evidence disadvantaged children's engagement in all areas of school activities. All children participate in curriculum enrichment activities such as in-school workshops by visitors and school trips.
E.	Disadvantaged children access all aspects of the school day and benefit from the broad and rich wider curriculum that Cliftonville offers	Clubs and activities are promoted and signposted for disadvantaged children – all PP children offered at least one after school club each term PP children's involvement in competitions encouraged. Uptake of these opportunities is good among disadvantaged pupils.

Using research to inform how we spend the Pupil Premium money

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We have used their research on the cost versus impact of different strategies when deciding how to allocate funding:

Strategy	Months +	What we have done...
Phonics	+4	Letters and Sounds taught twice a day in YR & Y1. Children in learning groups based on phonics phase. Careful tracking, regular assessments. Lessons in Y2 for those children who didn't pass the Y1 Phonics Check. Parents' workshops. All reading books for those children learning phonics are phonetically decodable.
Social and emotional learning	+4	Tiered approach: • School's PSHE curriculum • Zones of Regulation used in every class • Well-being champions (trained TAs) in each year group available to support children's social and emotional needs within the classroom • SEAL group and Emotional Support Programme interventions • A play therapist to support children requiring more intensive play therapy
Small group tuition	+4	A range of academic interventions focused on English and maths are taught across the school by s trained Teaching Assistants, HLTAs and Phase leaders and some members of SLT.
One to one tuition	+5	Better Reading Partnership. Precision teaching. Reading volunteers. The National Tutoring programme was used between 2021 – 2023 with CPS teachers.
Meta-cognition	+8	Focus on children demonstrating greater independence in their learning. Accelerated Reader providing more opportunities for pupil choice, recording achievement, and setting targets. Planning, evaluating, revising and self-assessment built into curriculum and teaching. Teacher

		modelling is an important aspect of this. Clear success criteria shared so that children can check their own learning. Pupil conferencing, particularly in Y6 post NTS tests.
Behaviour interventions	+4	Whole school values at the heart of learning. Clear learning and conduct from revised behaviour policy explicitly taught. Phase Leaders and 'on call' system. Regular monitoring of behaviour records in Wider Leadership Team meetings to identify individual needs and put plans in place promptly. School Learning Mentor. CPD to develop understanding around neuroscience- the way the brain works and behaviour. SEND team involvement where behaviour is linked to a specific need/diagnosis. Improved playground environment with sports cage and gym equipment. Staggered year group only play times and lunchtimes.
Early Years Intervention	+5	Two speech therapists employed two days a week. Specialist speech and language TA. Children as early as Pre-School identified and programmes put in place. Language Link used as a whole class programme. Additional Language Link support for identified pupils. Parent Support Advisor works with Pre-School EAL children and parents. Outstanding provision (OFSTED 2024).
Feedback	+8	Revised feedback policy implemented in 2025. This includes new CUPS and ARMS approach to writing feedback from Y2 up. CPD on assessment for learning within lessons and high-quality feedback strategies. Consistent marking codes and stickers for Ks1 and KS2. Gap analysis of tests to provide feedback and timely intervention.
Parental involvement	+3	Termly newsletters outlining learning content for the term. Weekly blog showcasing learning for the week. Termly celebration assemblies for children to share their work with parents. Termly 'Come and See' events in every year group. Weekly 'Come and Read' in YR and Y1. Workshops for parents around the teaching of phonics, reading with your child, and supporting maths development are all established. 3 Parent Support Advisor and two Education Attendance Officers. Games packs purchased and sent home to support maths and phonics in YR. Parents' forum is embedded; it has provided a very effective mechanism for securing partnership working and getting feedback from parents on our provision and practice. Strong links with Save the Children- their key partner in the southeast and administering programmes such as Building Blocks that supports families. Established and successful PTFA.
In addition to the provision detailed in the table above we also use funding in the following ways:		Curriculum enrichment: subsidised trips and visitors in school Employment of two Education Attendance Officers monitoring attendance, providing support and advice Extended services: after school clubs, subsidised Breakfast Club, parental support groups and adult education Employment of Czech/Slovak speaking Parent Support Advisor and 2 other parent support advisors The use of a multi-lingual teacher to support children who have English as an additional language

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:

Activity	Challenge number(s) addressed	Evidence that supports this approach
Teaching Budgeted cost: £377,177		
Teaching Phase leaders lead and monitor teaching and learning in their year groups.	1, 2, 3, 6, 7	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap ... EEF Teaching and Learning Toolkit
Teaching CPD programme throughout the year focused on current pedagogical approaches. This will result in a clearly defined teaching and learning ‘policy’. The impact of this is being monitored through a revised QA process.	1, 2, 3, 6, 7	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap ... EEF Teaching and Learning Toolkit
Teaching Inclusive practice strategy to raise academic achievement of lowest performing pupils. Extensive CPD programme for staff based on cognitive science and adaptive strategies. Working party and sharing good practice - we will fund teacher release time to embed best practice.	1, 2, 3, 6, 7	‘Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.’ 72% of our SEND pupils are also entitled to pupil premium. EEF Special Educational Needs in Mainstream Schools
Teaching Revised feedback policy – CPD delivered and policy being embedded and impact monitored.	1, 2, 3, 6, 7	‘High impact for very low cost based on extensive evidence.’ EEF Teaching and Learning Toolkit EEF Teacher Feedback to Improve Pupil learning
Teaching Coaching for all staff as part of CPD programme. Two class teachers given release time to deliver training to TAs.	1, 2, 3, 6, 7	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap ... a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.’ EEF Effective Professional Development
Teaching Purchase of standardised diagnostic assessments: NTS. Termly PPIs to review outcomes, identify gaps and plan next steps. Specific tracking of disadvantaged pupils by phase leaders and SLT.	1, 2, 3, 6, 7	Finding out what children already know is incredibly important to extend children’s learning. When used effectively, diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups.’ EEF Diagnostic Assessment
Teaching 5 members of staff undertaking CAT Middle Leader and Senior Leader courses	1, 2, 3, 6, 7	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap ... a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.’

to be able to lead teams in the improvement of teaching and learning		EEF Effective Professional Development
Teaching Purchase of Century Maths, Accelerated Reader, PIXL and Boost Insights to support high quality teaching.	1, 2, 3, 6, 7	'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be used to provide feedback directly to pupils via programmes or interventions.' EEF Using Digital Technology to Improve Teacher Learning
Targeted Academic Support Budgeted cost: £43,708		
Targeted academic support Teaching Assistant training (e.g. TISS, National College, in-house)	1, 2, 3, 6, 7	'Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback.' Kent Pupil Premium Select Committee:
Targeted Academic Support Academic mentoring for vulnerable children with SLT and Phase Leaders to overcome barriers to learning and boost attainment.	1, 2, 4, 6, 7, 8	'Both community-based and school-based approaches can be successful... more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.' EEF Teaching and Learning Toolkit
Targeted Academic Support Maths and English interventions delivered by Teaching Assistants and Phase Leaders.	1, 2, 3, 6, 7	'Small group tuition provides greater feedback from the teacher, more sustained progress and the work is more closely matched to learner need.' EEF Teaching and Learning Toolkit
Targeted Academic Support Speech and Language Therapist 2 days a week and a full-time Speech and Language specialist TA delivering 1:1 and small group intervention.	1, 2, 3, 5	'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. Oral language interventions can be an effective approach for disadvantaged pupils.' EEF Teaching and Learning Toolkit
Targeted Academic Support Language Link and Target Words intervention delivered by TAs.	1, 2, 3, 5	
Targeted Academic Support TAs deliver interventions to meet SEND needs identified on EHCPs and personalised plans.	1, 2, 3	'Small-group and one-to-one interventions can be a powerful tool. Some pupils will require high quality, structured, targeted interventions to make progress.' EEF Special Educational Needs in Mainstream Schools
Wider Strategies Budgeted cost: £215,107		
Wider strategies All vulnerable children are offered an after-school club for no charge	4, 9, 10, 11	'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available.' EEF Teaching and Learning Toolkit
Wider strategies Attendance Officer and Parent Support Worker hours and support; liaison with external agencies.	4, 5, 8, 10, 11	'Interventions.... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance.' EEF guide to the Pupil Premium
Wider strategies Financial support – contribution to clubs, trips, residential, activities where there is a cost to parents	4, 9, 10, 11	'Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' EEF Teaching and Learning Toolkit

Wider strategies Parent workshops, educational resource packs to support learning at home. Parent Forum run by member of SLT	1, 2, 4, 5, 8, 10	‘Parental engagement has a positive impact on average of 4 months’ additional progress. There is a strong evidence base supporting this approach with younger children.’ EEF Teaching and Learning Toolkit
Wider strategies Social and emotional support: -interventions: SEAL and ESP -resourcing through literature, social stories, visuals, sensory resources, emotional support programme -walkie-talkie licence so that emotional support can be requested for dysregulated children -employment of a play therapist 2 days a week and a full-time learning (behaviour) mentor	4, 8, 10, 11	‘Impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues.’ ‘Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.’ EEF Teaching and Learning Toolkit
Wider strategies Parent Support Workers provide support for vulnerable children and their families with a range of needs. They run groups for children and families who are on the autistic spectrum, Young Carers, provide support for bereavement, children who have English as a second Language. They also work closely with outside agencies such as Project Salus, Headstart, Counselling Services, Thanet Inclusion Services and Social Care and Early help.	4, 8, 10, 11	‘Social and Emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self.’ EEF Teaching and Learning Toolkit

Part B: Review of the Pupil Premium achievement v Non-Pupil Premium achievement and progress

EYFS	Pupil premium						Not pupil premium					
2025 - 25% YR pupils were PP	2019	2021	2022	2023	2024	2025	2019	2021	2022	2023	2024	2025
% achieving GLD	52.5	28.3	52.4	40.8	52.1	45.5	64.4	48.4	55.4	78.9	78.3	81

KS1	Pupil premium					Not pupil premium				
2025 - 43% of Y1 pupils were PP	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
% passing Y1 phonics check	45.5	49.2	74.2	67.9	65.4	81.3	91.1	80.4	85.7	90

KS2	Pupil premium					Not pupil premium				
2025 - 60% of Y6 pupils were PP	2019	2022	2023	2024	2025	2019	2022	2023	2024	2025
% achieving combined expected +	53.3	46.4	38.7	38.7	31.8	77.5	55.3	64.6	63.3	65
% achieving reading expected +	57.8	56.9	50.9	53.2	53	82.5	71.1	70.8	79.6	81
% achieving writing expected +	61.7	50	59.6	50	47	90	65.8	66.7	69.4	79
% achieving maths expected +	71.7	60.1	52.6	50	42.4	87.5	78.9	77.1	77.6	79
Average scaled score reading	97.5	99.7	97.9	97.7	98.9	105.1	104.1	104.8	103.7	108.3
Average scaled score maths	102.5	99.0	97.3	96.6	97.9	106.3	104.8	104.8	102.9	104.1
Progress score in reading	-1.8	-0.8	-2.45			+0.5	-0.38	+1.28		
Progress score in writing	-2.3	+0	-1.95			+0.3	-0.7	-0.54		
Progress score in maths	+0.3	+0.2	-2.54			+1.4	+1	+0.36		

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using Key Stage 2 performance data, phonics check results, GLD data and our own internal assessments. The data demonstrated that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 24/25 was below our expectations.

GLD

- The disadvantage gap closed 23-24 compared to 22-23, but widened again in 24-25.
- The size of the disadvantage gap for five-year-olds over the last two years demonstrates the challenges the school faces in striving to raise standards and close the gap.

Y1 Phonics Check

- After 2 years (22- 24) of the disadvantage gap closing considerably compared the data in the previous 2 years(20 – 22), this year the disadvantage gap has widened.

Key Stage 2 SATS

- Compared to 23-24, performance for all pupils, including PP, dropped for the expected standard for combined, reading and maths.
- Compared to 23-24, writing maintained at the same level for both PP and all. The gap remained the same.
- Compared to 23-24, performance for all pupils improved for GPS and the gap between PP and all narrowed slightly.
- Compared to 23-24 the percentage of non-PP children achieving the higher standard for combined increased from 0% to 4.5%.
- Overall, the gap between PP and non-PP has increased.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

YR and Y1 – severe disruption to post-natal care and pre-school groups

KS2 – severe disruption whilst the children were in Y2 and Y3

There is a correct assumption that the impact of schools being closed has been more significant on disadvantaged children. The EEF published a document in June 2020 (Impact of school closures on the attainment gap) citing :

School closures are likely to reverse progress made to narrow the gap in the last decade

The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. However, the estimated rate of gap widening varied substantially between studies, meaning that there is a high level of uncertainty around this average. Plausible “good” and “bad” estimates range from the gap widening from 11% to 75%.

Supporting effective remote learning will mitigate the extent to which the gap widens

Sustained support will be needed to help disadvantaged pupils catch up *It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.*

	2019 FSM (LA)	2022 FSM (LA)	2023 FSM (LA)	2024 FSM (LA)	2025 FSM (LA)
EYFS					
% achieving GLD	54.9 (56.4)	45.8 (46.5)	42.9 (51.9)	56.4 (48.7)	45.5 (51.0)
% EXS Literacy Goals	54.9 (58.6)	47.9 (49.2)	45.2 (54.8)	56.4 (51.1)	45.5 (53.3)
% EXS Mathematics Goals	58.8 (66.7)	58.3 (60.3)	54.8 (65.1)	71.8 (62.2)	69.7 (63.3)
KS1					
% passing Y1 phonics check	67.4 (65.8)	51.9 ((56.7)	70.7 (59.4)	66.7 (63.2)	65.4 (62.3)

KS2					
% achieving combined expected +	56.8 (52.1)	48.4 (40.2)	39.3 (39.1)	39.0 (42.5)	31.8 (41.7)
% achieving reading expected +	61.4 (62.4)	61.5 (58.8)	50.0 (56.9)	55.9 (61.0)	53 (59.5)
% achieving writing expected +	63.6 (69.8)	53.8 (56.5)	58.9 (56.4)	47.5 (57.5)	47 (56)
% achieving maths expected +	77.3 (64.7)	64.1 (51.6)	53.6 (51.8)	49.2 (54.2)	42.4 (54.1)
Average scaled score reading	100.8 (102.1)	100.7 (101.7)	100.0 (102.0)	99.8 (102.9)	99.2 (102.4)
Average scaled score maths	103.6 (102.1)	101.1 (100.1)	99.2 (100.0)	100.1 (100.8)	97.8 (100.6)
Progress score in reading	-1.6 (-0.8)	-0.6 (-2.0)	-2.8 (-1.8)		
Progress score in writing	-2.2 (-0.5)	-0.1(-1.1)	-2.2 (-1.0)		
Progress score in maths	0.6 (-1.5)	0.4 (-2.3)	-2.7 (-2.6)		

	2019		2023		2024		2025	
	School gap All vs FSM ev6	Kent gap All vs FSM ev6	School gap All vs FSM ev6	Kent gap All vs FSM ev6	School gap All vs FSM ev6	Kent gap All vs FSM ev6	School gap All vs FSM ev6	Kent gap All vs FSM ev6
EYFS								
% achieving GLD	3.1	17.7	21.3	16.4	7.5	19.1	22.8	17.9
% EXS Literacy Goals			20.6	16	7.5	19.1	23.7	17.8
% EXS Mathematics Goals			21	14.1	0.4	15.7	14.5	15.6
KS1								
% passing Y1 phonics check	10.8	15.9	6.2	17.6	10.6	15.4	9.8	16
KS2								
% achieving combined expected +	7.8	15.9	9.9	19.9	10.5	18.3	12.1	19.1
% achieving reading expected +	8.7	13.6	9.2	16.1	9.9	14.2	10.2	15.2
% achieving writing expected +	11.1	12.2	4.1	17.6	11.1	15.8	12.6	16.5
% achieving maths expected +	2	14.3	10.4	18.2	13	16.9	16.4	17.2
Average scaled score reading	1.6	2.9	3	3	1.6	2.7	3.4	3.4
Average scaled score maths	0.8	2.9	2.8	4	1.4	3.3	2.6	3.6

GLD

- In 24-25 the GLD for school FSM pupils was lower than the Kent average. Apart from in maths, the disadvantage gap is wider for the school than for Kent.

KS1

- From 22-23 the school's FSM pupils have outperformed those across Kent.
- The disadvantage gap is smaller for the school in comparison to the Kent disadvantage gap. This trend continues from pre-pandemic. The gap for the school closed compared to 23-24.
- The number of FSM pupils passing the Y2 phonics screen retake was 4.6% higher than the Kent average.

KS2

- The disadvantage gap is smaller for the school in comparison to the Kent disadvantage gap. This trend continues from pre-pandemic.
- In 24-25, the school's FSM outperformed Kent FSM in GDS combined, GDS writing, GDS GPS and GDS maths.

In YR, the school's disadvantage gap compared to Kent's is wider. However, as the children move through KS1 and KS2, the school disadvantage gap closes significantly compared to Kent's. This demonstrates the efficacy of our Pupil Premium Strategy. Although the disadvantage gap is smaller compared to that of the Local Authority, achievement of FSM pupils is lower compared to Kent averages in all but KS1.

Our analysis suggests that the reason for this, as well as the disadvantage gap within school which has widened this year, is primarily the ongoing impact of COVID-19. Although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and this is still being worked on.

Absence among disadvantaged pupils was 4% lower than their peers in 24-25: this is broadly in line with the gap for the last 5 years (since the pandemic). However, the actual attendance for PP pupils is the highest it has been since 18-19. The persistent absence of PP children for 24-25 was 29.2%, which was slightly up on 23-24 at 28.6%, but still down compared to 22-23 when it was 34.7%. Persistent absence for non-PP pupils in 24 – 25 was 9.4%. The gap between persistent absence of PP pupils and non-PP pupils increased from 17% in 23-24 to 19.8% in 24-25. However, this was still lower than the gap of 24.7% in 22-23. We recognise that the problem of persistent absence for pupil premium children is being tackled as part of the whole school plan. The continued improvements in attendance of PP pupils again last year will have an impact on achievement as they will be accessing the support within the Pupil Premium Strategy more consistently. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

	Pupils eligible for PP	Pupils not eligible for PP	Gap
% Attendance 2024-2025	93.2	97.2	4
% Attendance 2023-2024	91.6	95.1	3.5
% Attendance 2022-2023	90.1	94.8	4.7
% Attendance 2021-2022	89.7	93.55	3.85
% Attendance 2020-2021	90.94	95.93	4.99
% Attendance 2019-2020	89.60	91.77	2.17
% Attendance 2018-2019	94.10	95.24	1.15
% Attendance 2017-2018	93.30	94.87	1.57

These results mean that we have still a great deal of work to do in order to achieve our targets by 2025/26, as stated in the 'Intended Outcomes' section above, although internal data shows an improving trend for PP pupils with the disadvantage gap much smaller in last year's Y2, Y3 and Y4.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The 'Further Information' section below provides more details about our planning, implementation, and evaluation processes.

At the time of writing, we do have a clear picture of the impact of two years of Covid on all children but particularly disadvantaged children. As a school with over 50% disadvantaged children, our plan involves high quality first teaching; focused gap analysis with appropriate interventions; and developing the children's cultural experiences and opportunities.

Externally provided programmes

- Letters and Sounds
- Century Maths
- Accelerated Reader-Renaissance
- PIXL
- Boost Insights

Service pupil premium funding: Used where appropriate

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Pupil leadership groups which involve a high proportion of pupils entitled to pupil premium.
- Participating in the Healthy Habits programme with local health providers to address inequalities with regard to diet, exercise and access to out-of-school clubs and hobbies.
- Continuing links with the EWT and Save the Children who work largely with disadvantaged families.

In planning, implementing, and evaluating our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We used the EEF's teaching and learning toolkit, along with a range of their more detailed reports to identify which approaches are most likely to work in our school.

We track, monitor and evaluate the impact of the pupil premium strategy in the following ways:

- Identifying PP focus pupils for academic interventions and closely tracking their progress
- PPIs/SLT monitor assessment data for all pupils, with a particular focus on PP pupils. Performance for all vulnerable groups is identified and the disadvantage gap is tracked across the year
- As many PP pupils are below expected, their progress is tracked by average standardised score
- Club attendance is monitored and pupils targeted for attendance if necessary
- School attendance is monitored and acted on by the attendance team and the CAT
- Outcomes for speech and language interventions are tracked to identify appropriate progress

