

Pupil premium strategy statement – Sundridge Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	61.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Brudenell
Pupil premium lead	Jo Brudenell/Julie Grainger
Governor / Trustee lead	Amanda Symonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145,440

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, make good progress and reach their potential across all subject areas regardless of the pupil's background or life challenges.

For the third consecutive year the IDSR school context indicates that the percentage of pupils categorised as pupil premium is above National average. The pupil postcode base is placed in the 5 quartile, most deprived nationally.

Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive inclusive climate for learning exists and pupils have highly positive experiences at school so that they are well prepared for the next stage in their education.

Our approaches have been selected to ensure these outcomes are brought about and the information below enables school to demonstrate how Pupil Premium is used to improve classroom pedagogy, providing targeted support and support whole school strategies.

Rigorous tracking and monitoring measures to ensure pupils can reach their full potential with appropriate interventions and support in place. The impact of all provisions and interventions are evaluated.

At Sundridge, we focus on supporting children across school, considering their individual needs to enable them to feel proud of their achievements, close the gap in attainment and be successful in reaching their full potential.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between Pupil Premium (PP) and non-Pupil Premium in Reading, writing and maths is not yet closed.
2	The progress of PP pupils in comparison to peers nationally is not the same for all pupils. This has been further impacted by partial school closures (during covid) and has resulted in significant knowledge gaps, particularly in maths.

3	The social and emotional needs of PP pupils, evidenced through observations and discussions, show that the disadvantaged pupils have been impacted to a greater extent than their peers.
4	Not enough disadvantaged pupils are achieving higher levels of attainment.

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
To meet the social and emotional needs of PP pupils and impact positively on pupil well-being	PP pupils' well-being is improved and the pupils' survey outcomes show that the PP interventions have had a positive impact.
To improve the attainment of PP pupils in R/W/M (Reading/Writing/Maths) and their combined attainment to close the gap (PP vs non-PP)	All PP pupils including those that are part of the focus 20% in reading make expected progress or above to achieve targets based on their prior learning and close the gap to their National peers. Interventions have been mapped out to ensure that the level of attainment in R/W/M for our PP pupils continues to improve and ultimately reduce the gap (PP vs non-PP).
Improve the attendance of all PP pupils so that individual attendance is in line with PP pupils locally and nationally.	Weekly, monthly, termly and annual data shows that number of Persistent Absences are lowered and the number of PP pupils with PA has decreased. The attendance of PP pupils as individuals and as a group will also meet the national expectation of 95% and school target of 96%

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: £ 27,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on: Developing reading through selecting appropriate texts focused questioning and quality feedback/answers. Develop staff to ensure they are skilled at developing reading.</p>	<p>The Ofsted framework and DFE case studies identify high quality CPD and staff development as key constituents of meeting pupil needs. Higher order cognitive thinking skills such as independence and the use of initiative in learning underpins development in reading, maths and writing. EEF Feedback +6 months</p>	1 and 2
<p>Share effective practice in reading writing and maths with a focus on guided reading and Mastery in Maths in EYFS and KS1.</p>	<p>The Ofsted framework and DFE case studies identify high quality CPD and staff development as key constituents of meeting pupil needs. Higher order cognitive thinking skills such as independence and the use of initiative in learning underpins development in reading, maths and writing. EEF Reading Comprehension Strategies +6 months EEF Mastery Learning +5 months</p>	2
<p>Additional adults available to provide children with opportunity to engage in learning in smaller groups and allow for pupil well-being to be addressed through these relationships</p>	<p>It has been identified through Ofsted case studies that improved resilience, independence and initiative in learning behaviour can positively affect the achievement of all the children in the class. EEF meta-cognition and self-regulation +7 months</p>	3
<p>Training for staff to develop mastery approaches in maths.</p>	<p>EEF Mastery Learning +5 months <i>*EEF- Education Endowment Foundation</i></p>	4

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

Budgeted cost: £ 91,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of data to identify Pupil Premium pupils to receive “catch up, keep up” or targeted intervention for reading/maths.	EEF one to one tuition +5 months	1
Use of data to identify Pupil Premium/SEND to receive intervention within reading and writing.	EEF Individualised Instruction +4 months	2
Freshstart KS2 Reading intervention Children were assessed as working below the expected level and the intervention was purchased and implemented to accelerate reading fluency.	EEF Individualised Instruction +4 months	3

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

Budgeted cost: £10,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support-training for support staff in Talk Therapy	The Ofsted framework and DFE case studies identify high quality CPD and staff development as key constituents of meeting pupil needs. EEF Individualised Instruction +4 months EEF Oral Language Interventions +6 months	3
Support for attendance to ensure children are supported to ensure good attendance.	DFE Improving School Attendance	3

To address pupil fitness and well-being through swimming.	EEF Physical activity +1 month	3
To address well-being through engagement with music specialist.	EEF Arts Participation +3 months	3
Speech and Language Support-training for support staff in Talk Therapy	The Ofsted framework and DFE case studies identify high quality CPD and staff development as key constituents of meeting pupil needs. EEF Individualised Instruction +4 months EEF Oral Language Interventions +6 months	3
Educational Psychologist	EEF Individualised Instruction +4 months	3 & 4

Total budgeted cost: £ 129,681

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our aim is to continue to diminish 'In-school' gaps in year groups throughout the school by tailoring strategic focused support when gaps are identified and to maintain positive outcomes for pupils.

In 2025 analysis shows that gaps have reduced in the majority of phases and subjects.

An example of this is from the analysis of the Teacher Assessment data for year groups at the end of Summer 2025 showed that in Years 2 and 4, Pupil Premium outcomes were higher than Non-Pupil Premium. Both of these year groups had maintained this positive trend from 2024.

Outcomes for 2025

In Year 2 - end of KS1, the 'in-school' gap for Disadvantaged pupils showed a higher outcome than 'Non disadvantaged' in Reading, Writing and Maths combined.

In Year 4 end of year 'in-school' gap for Disadvantaged pupils showed a higher outcome than 'Non disadvantaged in Writing and Maths.

In Year 6 Grammar, Punctuation and Spelling, school's Disadvantaged cohort percentage outcome was higher than the National Non-disadvantaged in attaining the expected standard.

The percentage of school's Disadvantaged Group achieving the expected standard in Grammar, Punctuation and Spelling has increased by 7.5%.

In 2025, the gap between school Disadvantaged and Non-Disadvantaged groups percentage of pupils reaching the expected standard or above in Reading, Writing Maths combined has reduced by -24%.

School Interventions

As a result of targeted interventions, analysis shows that pupils have made rapid progress in reaching their targets, 'catching up' and accessing the curriculum.

Outcomes from pupil voice/pupil survey highlighted pupils' social and emotional needs. The pupils' needs have been met through a variety of interventions. This includes one to one/small group support and friendship groups. Pupils value the opportunities and respond well to support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language Therapy	Talk Therapy