Pupil Premium Strategy statement Finberry 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	412
Proportion (%) of pupil premium eligible pupils	20.8% (86 children)
Date this statement was published	Sept '25'
Date on which it will be reviewed	Sept '26'
Statement authorised by	Helen Evemy
Pupil premium lead	Sarah Martin
Governor / Trustee lead	Simon O'Keefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Finberry Primary School – Pupil Premium Statement of Intent 2025–2026

At Finberry Primary School, we are committed to using Pupil Premium funding strategically to ensure that our disadvantaged pupils receive the highest quality education and the support they need to thrive academically, socially, and emotionally. With a school population of 412 children, 21% of whom are eligible for Pupil Premium, we recognise that these pupils can face a range of barriers that may affect both their well-being and academic progress.

We hold the highest aspirations for all our pupils and are committed to ensuring that disadvantaged pupils have the same opportunities as their peers. Our primary objectives for the 2025–2026 academic year are:

Objectives:

Academic Progress & Attainment

1. Remove barriers to learning created by poverty, family circumstances, or social background.
2. Narrow attainment gaps between disadvantaged pupils and their peers, both within school and nationally.
3. Accelerate progress in core subjects to ensure disadvantaged pupils meet or exceed age-related expectations.
4. Develop personalised learning approaches that encourage enquiry, independence, and self-directed learning.
5. Fully utilise digital technology to remove barriers, enhance learning, and broaden pupils' experiences.
6. Ensure all pupils achieve fluency in reading and comprehension to access the full curriculum.
7. Build confidence in communication skills across a variety of contexts.

Attendance & Engagement

1. Improve punctuality and regular attendance among disadvantaged pupils.
2. Reduce persistent absenteeism through targeted support and engagement with families.
3. Increase engagement with learning at home through structures support and resources

Social, Emotional, and Mental Health (SEMH)

1. Support social and emotional wellbeing, develop resilience, and enable pupils to manage challenges effectively.

2. Provide targeted pastoral care and mentoring for pupils experiencing emotional or behavioural challenges.
3. Foster a sense of belonging, self-worth, and confidence to participate fully in school life. Enrichment & Cultural Capital
4. Develop the use of outdoor learning through the Woodland Way to develop self-confidence and support social and emotional wellbeing.
5. Provide access to arts, music, sport, trips, residentials, and first-hand experiences to broaden life opportunities.
6. Develop real-world skills, including financial literacy, teamwork, problem-solving, and leadership.
7. Encourage community engagement and social responsibility.

Parental & Community Engagement

1. Strengthen home-school partnerships to support learning and attendance.
2. Workshops and support for parents/carers to develop learning strategies at home.
3. Increase parental awareness of available support services, including mental health, financial and extracurricular opportunities.
4. Provide opportunities for parents to come into school and engage with learning.

Our context:

IMD Rank 298 indicates the school has a low level of deprivation with 22% of pupils being eligible for Pupil Premium Funding in comparison to 24% nationally.

Key Principles:

Through rigorous data analysis, we will ensure that teaching, learning, and assessment meet the needs of every pupil. Class teachers and senior leaders will collaboratively identify targeted interventions and support during pupil progress meetings, reviewing these at least termly. Alongside academic progress, we will prioritise the social, emotional, and mental wellbeing of our pupils by ensuring timely access to high-quality support.

This statement is a living document; strategies will adapt to meet the evolving needs of our pupil.

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Challenges

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

Challenge number	Detail of challenge

1	Removing barriers that cause low attendance – 20% children eligible are persistent absentees and 24% are at risk of becoming a persistent absentee.
2	Children achieving a **Good Level of Development (GLD) in EYFS**: 45.5% achieved GLD in relation to 78.7% of non-pupil premium eligible children
3	**Phonics Screening**: the number of children achieving passing the year phonics screening: 66.7%of children eligible for pupil premium funding passed the phonics test.
4	**Key Stage 2 Attainment** is below peers: 38% achieved expected level in maths (9% greater depth); 63% achieved expected levels in writing (0% greater depth)
5	**Social, Emotional and Mental Health Needs**: Many disadvantaged pupils face challenges related to wellbeing, resilience, and emotional regulation, requiring targeted pastoral support.

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
Increase attendance among pupils at risk of persistent absence and reduce persistent absence among pupils in receipt of the Pupil Premium.	• Overall attendance for identified pupils improves to above 94%. • The proportion of pupils who are persistently absent (below 90% attendance) decreases by at least 20% compared with the previous year. • Pupil Premium persistent absence rate is reduced. • Termly attendance data shows a consistent upward trend for targeted pupils.
Raise attainment in phonics by increasing the proportion of KS1 children, in receipt of pupil premium, meeting the expected standard.	• The percentage of pupils in achieving the expected standard in the Year 1 Phonics Screening Check increases 10% from the previous year. • The gap between disadvantaged pupils and their peers in phonics outcomes narrows by at least 10%

	• All pupils make expected or better progress in phonics from their starting points.
Increase the percentage of disadvantaged children achieving expected standard in maths at the end of KS2	• The attainment gap between disadvantaged pupils and their peers reduces by 10% compared to the previous year. • All disadvantaged pupils make expected or better progress from KS1 to KS2 in maths.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Early Reading and Phonics:</u> Communication and language development is a core focus in Early Years and Year 1, aiming to close the vocabulary gap and remove barriers related to speech and language. Pupils benefit from access to Speech and Language Link assessments, which help identify specific communication needs. Targeted intervention for Speech and language Communication rich environments, with access to high quality provision provide	• DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP) • Improving young children's communication and language development in early years settings and reducing the attainment gap between disadvantaged pupils and their peers and built on CLPE's evidence-based Power of Reading programme with its emphasis on quality texts (The power of Reading Early Years Report 2023) • Social reading experiences of a wide range of quality texts at home and in school increases children's enthusiasm and motivation as independent readers. **(The power of Reading Early Years Report 2023)** • A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. **(EFF Early Literacy approaches)**	1/2

opportunities for children to enhance vocabulary. Ensure **all staff are fully trained in Little Wandle methodology** and deliver consistent, high-quality phonics lessons. Consistent teaching of phonics and early reading and feedback to teachers via **lesson observations, drop-ins, and peer coaching**, with a focus on Pupil Premium outcomes. Use of **E-collins** phonetically decodable books for home readers Use of SEND pathway resources to enhance Little Wandle Rapid Catch-Up resources for lowest 20% of children Early Reading Leader allocated weekly release to enhance early reading provision and deliver CPD to staff. Tracking progress **weekly** for Pupil Premium pupils and formally review **termly** with senior leaders. **Individual targets** for each Pupil Premium pupil, based on assessment data. Intervention and rapid catch up based on **assessment data and progress trends**.	• Speech and Language Link assessments identify barriers to Communication and Language 1,2 & 3 **(EFF Early years Intervention)** • **Ofsted Reading Research (2012, 2018)** – Emphasises the link between structured phonics teaching and improved reading outcomes for all pupils, particularly disadvantaged learners.	

Provide **guidance and resources for parents/carers** on how to support phonics at home (e.g., Little Wandle parent packs, online resources).		
The Pastoral leads (PSA, Nurture and Safeguarding team) remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. **(Working together to improve school attendance)** Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. **(Working together to improve school attendance)**	1,2,3
Behaviour and Wellbeing Lead to engage with most vulnerable pupils to reduce barriers to school and learning and ensure children want to come to school every day.	Whole-school approaches to promoting wellbeing can have a positive effect on academic attainment **(Oxford Education)**	1,2,3
To further embed the use of collaboration spaces within the school with clear and well-planned links with in the long- and medium-term planning linked to the 21st Century Learning Design.	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. **EFF toolkit Collaborative learning approaches (High impact for very low cost)**	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching in all classrooms	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Foundation)	All
First class @ Number maths intervention for EYFS and KS1.	Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme	1
Becoming first class @number	Becoming1st Class@Number for children who need further support to secure the Early Learning Goal for Number. 1st Class@Number 1: for children who need further support at the level of the Year 1 curriculum. 1st Class@Number 2: for children who need further support at the level of the Year 2 curriculum.	1
Dynamo Maths intervention for Ks2 children	**Dynamo Maths** is a research and evidence-based resource to support pupils with dyscalculia and those struggling with maths and not meeting age-related expectations.	3
Little Wandle Catch up, Rapid and SEND pathway	The Rapid Catch-up programme provides urgent targeted support for children in Year 2 and above who are not reading at age-related expectations. The aim is to equip children with the reading skills they need to access the curriculum and enjoy reading as soon as possible. Little Wandle SEND (special educational needs and disabilities) is a complete programme that mirrors the main Little	2,3

	Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for schools, special schools and providers to meet the needs of all their learners.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
The PSA, Wellbeing lead and Safeguarding Lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.	PSA and safeguarding team to support parents and provide quick intervention. Provide support to parents to ensure children attend school on a regular basis. Work closely with families to build trust address barriers to attendance and signpost to support.	1
Sensory Circuits to support with physiological regulation and prepare pupils to access the classroom more effectively	Provide support to parents and staff to enable children to access school on a regular basis. Arbor tracking will show a reduction in dysregulation for children	1,2,3
Nurture provision and Boxall supports children with their emotional regulation and well-being to ensure they are ready to learn and promote personal development	Boxall profiles will show progress in children's personal development and help reduce developmental gaps.	1,2,3
Use of **Outdoor Adventure Learning** and the **Woodland Way** to develop self-confidence and support social and emotional wellbeing (**Alternative Provision**).	Outdoor adventure learning shows positive benefits to academic learning and self- confidence. (EEF)	1/5

Develop and embed the alternative provision classroom and curriculum.	Boxall Profiling will be used to track the positive effects of the nurture provision on a child's personal and emotional development, thereby supporting their overall well-being and readiness to learn.	1/5
Enabling environments to improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.	*(Collaborative learning EFF toolkit Moderate impact for low cost)* (EFF *Metacognition and self-regulation High impact for low cost)*	1,2,3
Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. Subsidise PP families for trips	*(EFF toolkit Digital technology Moderate impact for moderate cost)* *EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.* *Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.*	1,2,3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD

2024 - 2025

% Good Level Development (GLD)	All	FSM
School	80%	46%
Kent	68.9%	51.0%
National	68%	52%

Key Stage One Phonics

2024 - 2025

	All	FSM
School	80.7%	27%
Kent	78.3%	62.3%
National	79.9%	50.1%

Key Stage Two

Subject	All	FSM
Combined		
School	70%	33%
Kent	60.8%	41.7%
National	62.1%	
Reading		
School	70%	38%
Kent	74.7%	36.4%
National	75%	
Writing		
School	88%	63%
Kent	72.5%	56%
National	72.2%	
Maths		
School	70%	38%
Kent	71.3%	54.1%
National	74.1%	

Key Stage Two Greater Depth

Subject	All	FSM
Combined	15%	0
Reading	45%	7%
Writing	18%	0%
Maths	33%	9%