

Pupil Premium Strategy Statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sussex Road Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	9.95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Miles
Pupil premium lead	Sarah Miles
Governor / Trustee lead	Paul Soan Michael Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,965.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

We place great emphasis on ensuring every child develops as a confident, well-rounded individual. Our ethos – QUESTION, CHALLENGE, EXPLORE – is at the core of our curriculum.

Our strategy is rooted in the belief that socioeconomic disadvantage should not limit academic achievement, attendance, or enrichment access. All staff are accountable for improving outcomes for disadvantaged pupils.

With considered deployment of resources and regular impact evaluation, we expect disadvantaged pupils to achieve in line with their peers. We believe highly inclusive, quality first teaching is the single most important factor to help ALL pupils make good progress. We are committed to ensuring the practice of all staff continually improves, enabling the best provision possible. Our tiered approach, as endorsed by the EEF, also targets academic support where required, through 1:1 and small group tuition. Our commitment to establishing effective relationships with the families of disadvantaged pupils allows the school to deploy wider strategies with a personalised approach.

In line with EEF guidance, most of our funding is invested in high-quality teaching because it has the greatest long-term impact on disadvantaged pupils. Targeted academic support is allocated for pupils with specific barriers, while wider strategies address attendance, resilience and engagement

Our Pupil Premium Strategy aims to target four key areas:

- Cognition and Learning
- Aspiration
- Resilience
- Engagement

Always striving to meet the needs of our pupils more effectively, we regularly evaluate the strengths and areas for development to ensure support is targeted and strategic

Challenges

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

Challenge Number	Detail of Challenge
1	Cognition and Learning <ul style="list-style-type: none">• Upon entry to Sussex Road Primary School, the prior experiences of children vary considerably; this impacts on their starting points and readiness for school. There is a disparity between some disadvantaged pupils and non-

	<p>disadvantaged pupils, in terms of language and communications skills. More recently, certainly post pandemic, an increasing number of children need support with managing emotions and self-care.</p> <ul style="list-style-type: none"> • The school strives to forge strong relationships with families; in doing so, a trend has been identified whereby the parents of disadvantaged pupils are more likely to experience challenges with literacy and numeracy skills. This can place limitations on the support some disadvantaged pupils receive at home, e.g. reduced reading opportunities. • Data shows that the learning behaviours of disadvantaged children are less well developed.
2	<p>Aspiration</p> <ul style="list-style-type: none"> • The majority of the disadvantaged pupils at Sussex Road Primary School rely heavily on experiences provided by the school to increase their cultural capital. Their experience beyond the immediate locality is limited; this has the potential to make the curriculum less relatable. • Disadvantaged pupils have less interaction with adults in a workplace, consequently their ambitions for the future can be less aspirational. This can limit levels of motivation and pupils' understanding of the relevance of education.
3	<p>Resilience</p> <ul style="list-style-type: none"> • Post pandemic, generally, the resilience seen in pupils and their families has been negatively impacted; this is especially prevalent in disadvantaged pupils. This can be evidenced in attendance data: disadvantaged pupils generally have a higher level of absence for 'low level illness'; disadvantaged pupils are less likely to attend on days with snowfall, for example. • Children with a social worker or Early Help practitioner are usually also disadvantaged pupils. Children and Family Assessments highlight a trend of parents having mental health challenges; pupils and parents have often experienced several Adverse Childhood Experiences. This often impacts on the mental health of pupils.
4	<p>Engagement</p> <ul style="list-style-type: none"> • Maintaining effective levels of engagement between school and PPG families can be challenging; this can have a detrimental impact on the progress pupils make in school. Analysis has shown parents of disadvantaged pupils are less likely to attend Parent Consultation Evenings, support learning at home, respond to school correspondence in a timely manner and attend parent workshops or school events. • Disadvantaged pupils are less engaged in wider elements of school life, e.g. extra-curricular activities, PTA events, etc. • DSLs report higher levels of parents experiencing mental health challenges which can impact on effective levels of engagement with the school.

Intended Outcomes (3 Year Plan: 2025-2028)

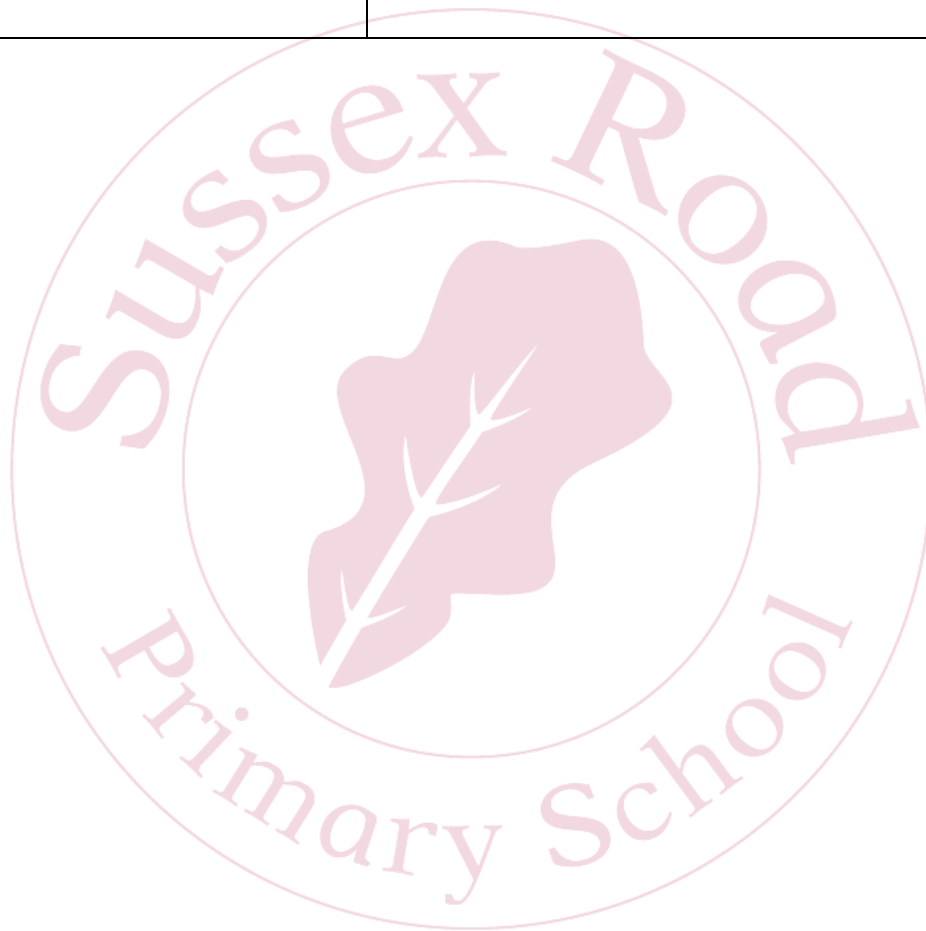
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria																								
<p>To embed the skills of all staff to provide an environment which supports the mental health of all pupils.</p> <p>To work in collaboration with the school's NHS Emotional Wellbeing Practitioner to support the wellbeing of the disadvantaged pupils and families.</p>	<ul style="list-style-type: none"> Staff to feel confident in identifying need for well-being/mental health in pupils; Staff to demonstrate a holistic approach to well-being/mental health in classrooms. 																								
<p>Provide additional support for pupils who require intervention for speech and language development.</p>	<ul style="list-style-type: none"> Disadvantaged pupils* to be assessed as attaining age-related reading skills by the end of Key Stage One. <p>2025-2026 Target</p> <table border="1"> <thead> <tr> <th></th> <th>PPG Pupils</th> <th>PPG Pupils (without SEND)</th> <th>% SEND</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Yr R</td> <td>1</td> <td>1</td> <td>0%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Yr 1</td> <td>11</td> <td>7</td> <td>36%</td> <td>72%</td> <td>64%</td> </tr> <tr> <td>Yr 2</td> <td>5</td> <td>3</td> <td>40%</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table> <p>*pupils with identified SEND may not be able to achieve this target – dependent upon complexity of SEND.</p>		PPG Pupils	PPG Pupils (without SEND)	% SEND	Reading	Writing	Yr R	1	1	0%	100%	100%	Yr 1	11	7	36%	72%	64%	Yr 2	5	3	40%	60%	60%
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<p>To increase the levels of engagement of pupils with PPG entitlement in optional extra-curricular activities.</p>	<ul style="list-style-type: none"> Disadvantaged pupils to have opportunities to attend extra-curricular activities; school to assist with funding where this is a barrier. <p>2025-2026 Target</p> <p>All PPG pupils to have attended at least one extra-curricular club, if the opportunities align with other commitments.</p>																								
<p>To narrow the attendance gap between disadvantaged pupils and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> The overall attendance of disadvantaged pupils is at least in line with national average for all pupils at 94.8%. 																								
<p>To provide an ambitious, engaging and relevant curriculum which secures strong academic outcomes for all pupils.</p>	<ul style="list-style-type: none"> Disadvantaged pupils' outcomes are at least inline with national average for all pupils. 																								

To enhance the cultural capital of disadvantaged pupils, enabling them to explore, be curious and make connections in their learning.

2025-2026 Targets

	PPG Pupils	PPG Pupils (without SEND)	% SEND	Reading	Writing	Maths
Yr R	1	1	0%	100%	100%	100%
Yr 1	11	7	36%	72%	64%	72%
Yr 2	5	3	40%	60%	60%	60%
Yr 3	5	0	100%	20%	20%	60%
Yr 4	10	7	30%	60%	60%	70%
Yr 5	5	3	40%	60%	60%	60%
Yr 6	7	6	14%	86%	86%	86%



Activity 2025-2026

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Activity shaded green indicates approaches funded with Pupil Premium Grant; otherwise, provision is funded by the main school budget. Throughout the academic year we will monitor our performance in each area to ensure we are delivering the best outcomes we can. We will also ensure we obtain the best value for the funding available and make any changes necessary to this policy in the light of experience and/or altered circumstances.

Teaching

(for example, CPD, recruitment and retention)

Budgeted cost: £ 21965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Adaptive Teaching INSET • Inclusive Teaching Pedagogy • Curriculum Refinement & Planning Support • Curriculum Leadership Development 	<p>EEF research shows that Quality First Teaching is central to ensuring all pupils make good progress. The school places great importance in ensuring all teaching staff execute quality first teaching and use a school-specific, progressive and relevant curriculum which engages all pupils.</p> <p>The EEF Five-a-day Principle underpins the school's Inclusive Teaching Pedagogy. Regular staff training ensures this is consistent across the school, supporting the good progress of disadvantaged pupils.</p> <p>Senior Leaders strive to ensure the school's curriculum is continually responding to cohorts, interests, local context and outcomes from research.</p> <p>Senior Leaders support Curriculum Leaders and commission external support, ensuring each subject is led as effectively as possible, impacting positively on the quality of teaching and pupil outcomes.</p>	<p>1 & 2</p>
<p>Synthetic Phonics Programme</p> <p>Early Reading Resources</p> <p>To continue to ensure high quality and consistent teaching of phonics in Reception and Key Stage 1.</p> <p>To resource age/interest relevant books that match reading developmental stage.</p>	<p>All staff are trained in the teaching of synthetic phonics so pupils, regardless of their age, can be taught to read progressively. Funding supports additional adults, enabling pupils to have more targeted support where the need is identified.</p> <p>Funding supports the sourcing of books for pupils who may have a reading below that of the chronological age; the school strives to provide books that match their reading skill and interests appropriate to age.</p> <p>EEF – Phonics</p> <p>+ 5 months (EEF)</p>	<p>1</p>

<p>Pre-Teaching Resources</p> <p>To provide pupils with texts that support the curriculum content and the associated vocabulary.</p>	<p>Senior Leaders, dedicated to curriculum refinement, source fiction and non-fiction texts for disadvantaged pupils to take home and enjoy prior to the next term's learning. This ensures, as far as possible, that they are exposed to the content in advance and feel more prepared for the curriculum content.</p> <p>Closing the Reading Gap – Alex Quigley</p>	<p>1</p>
<p>Curriculum Refinement</p> <p>A proportion of this cost is met through Pupil Premium Funding; the main school budget meets the remaining cost.</p>	<p>The school places importance on continually refining a research-based curriculum that is personalised to our pupils. Senior Leaders prioritise time with teachers and curriculum leaders ensuring clear progression in skill, rich experiences and high levels of engagement. This allows for regular reviews of the curriculum's intent, implementation and impact.</p>	<p>1</p>
<p>Cultural Capital Focus</p>	<p>The school carefully considers the wider opportunities pupils have within each Enquiry. All trips and opportunities aim to increase the cultural capital of every child, especially disadvantaged pupils. Wider opportunities are regular and ambitious.</p> <p>https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene 2024</p>	

Targeted Academic Support

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

Budgeted cost: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tuition/Support</p> <p>To use fully qualified teachers to support the teaching and learning of identified pupils.</p> <p>To use support staff to enhance the teaching and learning in the classroom.</p>	<p>The school provides pre-teaching interventions and opportunities for support and consolidation of learning. This supports pupils reaching their year end targets and, in turn, age-related expectations by the end of Key Stage 2.</p> <p>EEF – 1:1 Tuition + 5 months (EEF)</p> <p>EEF – Feedback + 6 months</p> <p>EEF – Phonics + 5 months</p>	<p>1 & 2</p>
<p>Workshops</p> <p>To use fully qualified teachers to support the</p>	<p>The school has found small group teaching particularly impactful on strengthening learning behaviours and meta-cognition.</p> <p>EEF - Small Group Tuition</p>	<p>1 & 2</p>

teaching and learning of identified pupils.	+ 4 months (EEF)	
Speech and Language Intervention	The school ensures a fully qualified Speech and Language Therapist assesses, monitors and reviews pupils who present the need for specialist intervention. EEF – Key Stage 1 Literacy	1
Play Therapy	School staff have trauma informed practice training. Play therapy provides an environment for young children to explore their thoughts and feelings. https://www.annafreud.org/play-therapy/	
Reflection Hub To provide an environment which supports and develops pupils' self regulation and learning behaviours, when the classroom is not the best environment. Support staff in the 'Hub' aim to reset learning behaviours, enabling pupils to return to the classroom quickly.	Tracking has shown that disadvantaged pupils can show higher levels of dysregulation https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	

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

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Pupils in Year R and Year 1 have regular Forest school sessions to build resilience. They also benefit from the impact the outdoors has on mental health. Forest School promotes strong metacognition development which supports learning and cognition. https://news.umich.edu/going-outsideeven-in-the-coldimproves-memory-attention/	3

	‘A marvellous opportunity for children to learn’; A participatory evaluation of Forest School in England and Wales	
<p>Mental Health Support</p> <p>Pupils requiring additional support with mental health to have intervention.</p>	<p>The school employs an experienced, fully qualified teacher to ensure the most vulnerable disadvantaged pupils have dedicated time to talk.</p> <p>Pupils have the opportunity to ‘walk and talk’ with the school dog, Benji, and our Mental Health Lead.</p> <p>The school’s Emotional Wellbeing Practitioner supports identified pupils with their mental health and wellbeing; the EWP also provides a range of workshops and informal opportunities to gain support and understanding around children’s mental health and wellbeing.</p> <p>EEF – Social and Emotional Learning + 4 Months (EEF)</p>	3
ELSA	<p>Our school ELSA supports identified children when they show lowers levels of resilience and wellbeing. Children attend sessions which allow them express their thoughts and feelings and develop skills to improve their wellbeing which impacts positively on their resilience and learning behaviours.</p> <p>The British Psychological Society – An Evaluation of the Impact of ELSA</p>	3
OPAL Playgrounds	<p>Physical activity and play have a significant impact on children’s wellbeing. OPAL promotes high levels of engagement with a broad range of activity.</p> <p>EEF – Physical Activity + 1 month (EEF)</p>	1 & 4
<p>Attendance Tracking</p> <p>Senior Leaders to track the attendance of all pupils</p>	<p>To ensure the school can have real impact with their attendance, tracking findings, Senior Leaders work alongside families. There is often a correlation with safeguarding concerns; the school’s DSLs have a good knowledge of pupil attendance.</p> <p>DFE Attendance Research - Key Stage 2 - Key Stage 4</p>	1, 3
Extra-Curricular Financial Support	<p>The school strives to provide a broad range of experiences that enhance the day to day curriculum; these costs can be challenging for families of disadvantaged pupils to meet. A proportion of funding is dedicated to supporting costs, making trips and clubs for all pupils viable. The majority of funding is allocated for residential trips in Year 5 and 6.</p>	4
School Uniform Financial Support	<p>Families of disadvantaged pupils are supported with uniform costs if this is appropriate for individual families; this is not a universal offer as funding is prioritised for wellbeing and learning support.</p> <p><i>“Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.”</i></p> <p style="text-align: right;"><i>EEF, 2021</i></p>	4

Parental Engagement Monitoring	EEF - Parental Engagement + 4 months	4
Horizons Programme To encourage attendance on the Horizons programme led by Tonbridge Grammar School.	Tonbridge Grammar School Horizons Programme Pupils benefit enormously from the high aspirations of the Horizons programme; it immerses the children in learning that will support them in accessing the Kent Test – something that Kent primary schools are not permitted to do.	1 & 3
Atom School	Atom School is an online resource that allows pupils to access additional learning in Maths, English and Reasoning. This can reinforce	1 & 3
Djembe Drumming Club	An extra-curricular opportunity for pupils to develop music skills whilst also benefiting from the wellbeing benefits of music and socialising.	1, 3 & 4
Mentoring	For some disadvantaged pupils, their self-esteem and confidence level are lower than their peers. Adults, beyond their class teacher, showing an active interest in their learning, has shown to have a positive impact. The Writing Framework	1 & 2

Total budgeted cost: £ 61,965.00

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

2025 Key Stage 2 Outcomes for Disadvantaged Pupils:

	Sussex Road Primary School	Kent	National
RWM EXS	72.7%	41.7%	47.0%
RWM GDS	18.2%	2.6%	
Reading EXS	72.7%	59.5%	63.0%
Reading GDS	18.2%	19.1%	
Writing EXS	66.7%	56.0%	59%
Writing GDS	27.2%	5.8%	
Mathematics EXS	81.8%	54.1%	61.0%
Mathematics GDS	18.2%	11.8%	

This data is based in 11 pupils in receipt of Pupil Premium Funding – the IDSR records just 9.

2025 Foundation Stage

	Sussex Road Primary School	Kent	National
Good Level of Development	75.0%	51.0%	51.3%

2025 Year 1 Phonics Screening

	Sussex Road Primary School	Kent	National
Year 1 32+	75.0%	62.3%	67.0%
Year 2 Retakes	100.0%	42.8%	

Attendance Data

2024 – 2025 (2 Terms)

Sussex Road Primary School Disadvantaged: 93.5%

National Disadvantaged: 92.4%