



This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged learners.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Academy name	Penshurst Primary School
Number of learners in the academy	FS1 - Y6 444
Proportion (%) of pupil premium eligible learners	22.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	Interim review- November 2025 October 2027
Statement authorised by	Chrissie Shiels
Pupil premium lead	Claire Davies
Governor / Trustee lead	Dean Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163, 620
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163, 620

Part A: Pupil Premium Strategy Plan 2024-2027

Statement of intent

The academy draws on research and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged learners to achieve the highest levels. Our Pupil Premium spend is divided into four areas: Attendance; Quality First Teaching; Targeted Support and Early Help.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Consistent attendance remains a significant issue, affecting learners' ability to fully engage with their education, and causing disruptions in their learning continuity.
2	Family circumstances: Complex family situations often necessitate Early Help and intervention, addressing needs relating to behaviour and safeguarding. These circumstances can have a profound impact on learners' emotional and academic wellbeing.
3	Specific learning barriers: Many learners face challenges in key learning areas such as vocabulary, number and reading. These barriers can hinder their overall academic progress and limit their opportunities for future success.

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
Disadvantaged learners attend school with regularity	Attendance of our Disadvantaged has improved year on year, narrowing the gap. See the School Development Plan for Milestones
Disadvantaged learners are increasingly regulating their own behaviours.	50% reductions in suspension and behaviour incident logs for the Disadvantaged cohort.
To improve outcomes for Disadvantaged learners	The gap in outcomes between DA cohort and non-DA cohort has narrowed across the key academic measures. See the School Development Plan for Milestones

Activity in this academic year - this section details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Attendance

Attendance of our learners is a vital ingredient in improving their attainment and personal development. We know that when learners have good attendance (95%+) at our school they leave with positive outcomes. Whilst Quality First Teaching (Priority 2) is the key ingredient of a successful school, to benefit from this, learners need to be in school, hence the need to prioritise attendance as our number one focus.

Budgeted cost: £20,300

Activity	Costing	Challenge number(s) addressed
Building an Attendance Team: Forming a dedicated group of attendance professionals to implement strict absence procedures. This includes recording reasons for absence, managing holiday requests, making absence related phone calls and handling correspondence and legal documentation relating to attendance protocols. Parental Engagement, Improving School Attendance	£13,800 (Attendance Team)	1
Sports coaching: Organising sports coaching to run lunch and after school clubs, encouraging learners to attend school regularly and fostering a positive school culture. Sports Coaching Impact	£6,500 (Sports Coach)	1:2

Quality First Teaching (for example, CPD (Continued Professional Development), recruitment and retention)

Spending on improving teaching might include professional development, training, and support for early career teachers (ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £20,492

Activity	Costing	Challenge number(s) addressed
Quality First provision oversight: Allocating leadership time to ensure the quality of teaching and learning through the trust-wide Teaching and Learning framework. This involves verifying that the curriculum is appropriate and effective. Additionally, providing mentoring and coaching support for teachers who are not meeting the needs of all their learners, arranging best practice modelling, and organising and facilitating continued professional development. Leadership for Learning	£10,692 (Assistant Headteacher time)	3
SENDCo Quality First Provision Support: Allocating leadership time to ensure the quality of teaching and learning through the lens of SEND (Special Educational Needs and Disabilities). This includes verifying that SEND plans are followed and that teachers are adapting the curriculum to meet the needs of all learners. Additionally, providing mentoring and coaching support for teachers who need assistance, arranging best proactive modelling, and organising and facilitating continued professional development. Teaching Assistant Interventions, Inclusive Education	£7,000 (SENDCo support)	3
Reading Classroom Support: Implementing strategies such as Rith Miskin training for Phonics and Early Reading, along with the purchase of Reading Plus, which is used during Keys Stage 2 English curriculum time to enhance vocabulary knowledge, reading speed and comprehension. Small Group Tuition, Reading Comprehension Strategies, Phonics	£1,800 (CPD) £1,000 (Reading Plus software)	3
Thrive approach: Implementing the Thrive approach to support learner wellbeing, aiming to improve outcomes, attendance, and behaviour through targeted support and interventions. Social & Emotional Learning	Trust Funded	1:2

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £62,278

Activity	Costing	Challenge number(s) addressed
<p>2024-25 - Smaller class sizes in Year 6: During morning sessions, senior leaders are deployed to teach small groups of Year 6 learners, preparing them for their statutory assessments. Additionally, support staff members join in the afternoon to further assist. These sessions concentrate on Reading, vocabulary acquisition and arithmetic (number). Reducing Class Size, Small Group Tuition-Strategy not continued after July 2025</p> <p>2025-26 – Focus on Quality First Teaching in Year 6. Teachers deliver targeted interventions for pupils with specific gaps, supported by HLTA/UQ staff covering classes. Priority is closing the gap between WTS and EXS through high expectations, timely support, and regular progress monitoring. Targeted interventions to support Literacy or numeracy</p>	£27,000 (staff deployment costs)	3
<p>Writing intervention: Various staff members are deployed to deliver writing interventions across the school, aiming to increase the number of learners meeting the required standards. These interventions focus on effectively using learners' vocabulary knowledge to enhance their writing skills. Additionally, the Fresh Start intervention targets phonics acquisition and application in Years 3 and 4, providing tailored support to improve Literacy skills. Small Group Tuition</p>	£26,350 (staff deployment costs)	3
<p>EHCP staffing: Pupil Premium funds are used to enhance the staffing time dedicated to learners with Education, Health and Care Plans who also receive Pupil Premium funding. At the time of writing, this impacts-8 out of 12 learners with EHCPs. Individualised Instruction, Teaching Assistant Intervention</p>	£8928 (Teaching Assistant deployment)	3

Early Help (for example, related to behaviour and wellbeing)

Wider Help relates to the most significant non-academic barriers to success in school, including, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £60,550

Activity	Costing	Challenge number(s) addressed
DEN provision: A social and emotional program designed to support learners throughout the school with proactive strategies. This includes classroom support, SEMH (Social, Emotional & Mental Health) intervention sessions, and comprehensive family support, including Early Help and safeguarding referrals. EEF Behaviour Interventions, Social & Emotional Learning ,	£42,550 (DEN staff and DSL)	1:2
Local Authority Behaviour Support: Assistance from the Local Authority Behaviour Officer, who visits weekly to work with our 5 learners with the highest behavioural needs. EEF Behaviour Interventions	£3,000 (SLA)	2
Strategic behaviour oversight: Leadership time dedicated to completing behaviour impact analysis, investigating trends and emerging issues, meeting with staff 1:1 to deploy DEN resources accordingly, completing DEN staff supervision, and chairing weekly Learner Risk Register Meetings. EEF Behaviour Interventions, Social & Emotional Learning	£15,000 (SH deployment)	1:2

Annual Total budgeted cost 2024-27: £163, 620

Part B: Pupil Premium Strategy Outcomes in the previous year

This details the impact that our pupil premium activity had on learners in the 2024 to 2025 academic year.

Attendance support 2024-25

Impact	Lessons Learned
Attendance Team - Made a massive impact. Really great to have support to discuss strategies and concerns. Attendance has improved.	Risk register meetings being fortnightly rather than weekly to better evaluate impact.
Sports coaching- Sports coaching ran lunchtime clubs with the children that were struggling to manage their behaviour. This meant that structured activities were provided over lunchtimes.	Lunchtime clubs haven't continued this half term due to the sports coaches' commitments, but it is something we are looking at.
Thrive training has been delivered to whole staff in Autumn 25. We have 2 Thrive practitioners and a SLT Thrive trained person. We are currently still in the early stages of implementation.	Behaviour matrix doesn't always support the Thrive approach. We are looking at how we can be more restorative across the school and utilise the Thrive approach.

Quality First Teaching support 2024-25

Impact	Lessons Learned
QFT – Regular quality assurance has enabled the AHT to gain an overview of the T&L across the school. Areas for development have been highlighted and the HT & AHT have attended WalkThru training and have started to implement this.	Coaching is still an area that needs development, staff with the ability to take on this role have been highlighted. Staff development and CPD to be highlighted and staff who want to progress given the opportunities.
SENDCo QFP support: This year saw a handover between the HHS SENDCo and NL. We now have an in school SENDCo who is close to completing her NPQ in this. They are getting to know the children and systems.	We needed a full time SENDCo at Penshurst to meet the needs of our learners.
Reading classroom support: Reading plus has had a huge impact on pupils' fluency in reading. In Year 6 the impact is huge and at the end of Year 5, 61% had achieved EXS in the 2019 SATs paper and 14% of these had achieved GDS. The current data coming out of Year 6 for reading is looking positive and we have significantly more children on track to achieve EXS.	As a Trust we are looking at a new phonics curriculum due to RWI needing a lot of adults and this being quite limiting. Whole class phonics teaching is the way we foresee phonics going in the future.

Targeted academic support 2024-25

Impact	Lessons Learned
<p>The strategy of reducing class sizes during morning sessions, with senior leaders teaching small groups and support staff assisting in the afternoons, aimed to improve outcomes in Reading, vocabulary acquisition, and arithmetic. Despite the additional staffing and targeted focus, this approach did not lead to the desired improvement in SATs results. Data analysis indicates that pupil progress and attainment remained broadly in line with previous years, suggesting that this intervention was not effective in accelerating learning for disadvantaged pupils.</p> <p>Factors contributing to limited impact may include:</p> <ul style="list-style-type: none"> • Short-term nature of the intervention, limiting sustained improvement. • Variability in group composition and teaching consistency. • Possible need for earlier intervention or alternative evidence-based strategies. <p>Writing interventions: Quality first teaching has been the focus for writing this year. Year 1 and 2 writing results were good.</p> <p>EHCP staffing: Pupil Premium has had a positive impact on progress.</p>	<p>Following the limited impact of smaller class sizes in Year 6, the school will adopt a revised approach focused on Quality First Teaching (QFT). All pupils will remain in the classroom, with teachers delivering high-quality, inclusive teaching that targets the top end while scaffolding for those who need additional support.</p> <p>Specific actions include:</p> <ul style="list-style-type: none"> • Targeted interventions led by class teachers for pupils requiring significant support. • Closing the gap between WTS (Working Towards Standard) and EXS (Expected Standard) as a priority, through structured, evidence-based strategies. • Embedding high expectations and challenge for all learners, ensuring differentiation without lowering standards. • Ongoing monitoring of progress and impact through formative assessment and pupil progress meetings. <p>This approach aims to provide consistency, maximise teacher expertise, and ensure interventions are timely and responsive to individual needs.</p> <p>Staffing structure is being looked at, and intervention timetables will include targeted support for individual learners.</p>

Early Help support 2024-25

Impact	Lessons Learned
<p>DEN provision: high needs learners had frequent access to the den last year and this was of huge benefit to children with SEMH needs.</p> <p>The den despite the changes this year, continues to be a place that pupils feel supported, their SEMH needs are addressed and nurture is at the heart of it.</p>	<p>Last year at times the Den became a place where pupils came but didn't always learn. This year due to 2 high needs learners it hasn't always been productive at times, and there are children that really need access to it to ensure that they are supported in their learning, however plans are in place to ensure a focus on this.</p>
<p>Local Authority Behaviour Support: The BSA worked with several of our pupils and supported staff with some strategies to strengthen the behaviour across the school.</p>	<p>The Behaviour support team no longer works with the school as the service was not found to be value for money. The Thrive approach and a Trust Educational Psychologist will replace this support.</p>
<p>The Assistant Headteacher for Behaviour undertakes a weekly analysis of higher-level behaviour concerns and works proactively with staff, pupils, and parents to implement supportive measures aimed at improving pupil conduct.</p>	<p>This strategic approach has significantly strengthened the school's ability to monitor and respond to behaviour concerns. Weekly analysis has enabled early identification of patterns and trends, allowing timely and targeted interventions that prevent escalation. Proactive engagement with staff, pupils, and parents has improved collaboration and consistency in behaviour management, fostering a more positive school culture.</p>
<p>Fortnightly risk register meetings provide the Senior Leadership Team (SLT) with a comprehensive overview of current issues relating to behaviour, attendance, safeguarding, and SEND.</p>	<p>The fortnightly risk register meetings have ensured that the Senior Leadership Team remains well-informed, enabling data-driven decisions that address emerging issues promptly. Regular support within the DEN has not only provided staff with practical strategies for managing high-level incidents but has also contributed to their wellbeing and confidence in handling challenging situations. Furthermore, the continued implementation of the Thrive approach is beginning to show positive outcomes for pupils, with improvements in emotional resilience and a reduction in repeat incidents among those receiving targeted support.</p>
<p>In addition, regular visits to the DEN ensure that staff managing the most challenging behaviour incidents receive ongoing support. These visits also facilitate planning and implementation of the school's Thrive-based approach to social and emotional development.</p>	