

# Pupil premium strategy statement – Surfleet Primary School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Number of pupils in school                                                                                                                                                       | 54                |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 37%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-2028         |
| Date this statement was published                                                                                                                                                | December 2025     |
| Date on which it will be reviewed                                                                                                                                                | July 2026         |
| Statement authorised by                                                                                                                                                          |                   |
| Pupil premium lead                                                                                                                                                               | Rick Chipperfield |
| Governor / Trustee lead                                                                                                                                                          |                   |

## Funding overview

| Detail                                                    | Amount        |
|-----------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year       | £38285        |
| Pupil premium funding carried forward from previous years | £0            |
| <b>Total budget for this academic year</b>                | <b>£38285</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Surfleet Primary School aims to provide the very best education for all pupils where every child thrives. As a whole school approach, we work together to ensure barriers are overcome and all pupils have the opportunity to achieve success with challenge at the appropriate level. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Every child is entitled to quality first teaching of a high standard, with staff accessing professional development through effective training to ensure that we meet needs. Where areas have been identified for a child requiring further support, interventions across the school are streamlined to those which have been proven to have the most impact, though the main aim is to keep up not catch up. We aim to achieve this for all pupils from when they enter in Reception to when they leave our school, narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.

Our goal is for every child to:

- leave as lifelong learners where they are confident, resilient to challenge and prepared with the life skills to equip them on the next part of their journey
- have confidence in their ability to communicate effectively in a wide range of contexts
- have barriers to learning created by poverty, family circumstance and background removed
- be able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- access a wide range of opportunities to develop their knowledge and understanding of the world In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to first hand learning experiences

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                     |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | In EYFS, some children enter school with lower oral language and communication skills and require specific intervention or SALT to support to close the gap.                                                            |
| 2                | Historically, a significant proportion of PP children are falling marginally behind their peers in reading, writing and mathematics                                                                                     |
| 3                | 50% of PP are also on the SEND register (10/20).                                                                                                                                                                        |
| 4                | For a significant number of children who are eligible for PP (9/20 – 45%), their social and emotional readiness for learning is often a barrier due to their home learning environment and/or ability to self-regulate. |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| To improve oral language and communication skills for pupils eligible for PP funding from on entry into school until the end of KS1 (if applicable).                                                                      | <p>The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention through the introduced intervention WELLCOMM programmes.</p> <p>Helicopter Stories is embedded in EYFS and Y1 to develop oral rehearsal leading into writing.</p> <p>The KAT Y1 writing project is embedded within the English curriculum so that children enter Y2 with the skills they need to become competent and confident writers.</p> |
| Quality first teaching in reading, writing and mathematics across the school is a key focus in developing the different skills and concepts to ensure accelerated progress is evident for pupils eligible for PP funding. | <p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in reading, writing and mathematics.</p> <p>At the end of KS2, percentages for the expected standard are in line with the National Average for reading, writing and mathematics</p>                                                                                                                                                                        |

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|                                                                                                                                               | Focused Mathematics interventions will consist of appropriate PiXL therapies based on identified gaps in learning                                                                                                                          |
| Support all PP children in being socially and emotionally ready to learn.                                                                     | Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work (sensory circuits, Lego therapy, animal therapy and emotions intervention) and are ready to learn on a daily basis. |
| Implement high quality intervention and PiXL therapies across the school in reading, writing and maths so that gaps in learning are narrowed. | Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children.                                                                       |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15000

| Activity                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                       | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| WELLCOMM training for TAs and Class teachers who work with EYFS children.                                                                   | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. | 1, 2                          |
| CPD for all staff working in EYFS on facilitating and promoting high quality interactions with children.                                    | <a href="#">High-quality interactions   EEF</a>                                                                                                                                                                            | 1, 2                          |
| Little Wandle training for teaching assistants and teachers, leading to highly skilled delivery of synthetic phonics. TAs working alongside | <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about-us/</a>                                                                                          | 2, 3                          |

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| our pupils in class and intervention groups will benefit from purposeful CPD. Phonics intervention will impact their writing.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                       |         |
| <p>PiXL CPD for RSL</p> <p>CPD for RSL from MAT Director of Standards with networking opportunities with other RSLs across the Trust.</p> <p>Regular meetings with PiXL Consultant and attendance at PiXL conferences</p> <p>Termly Pupil Learning Conferences with School RSL/Head, SENDCo, and class teachers that identify children's current attainment, progression and relevant interventions.</p> | RSLs and PiXL consultant identify the best possible interventions from the PiXL therapies based on the needs of the children and the gaps in their learning. This is supported by the SENDCo's vast knowledge of interventions that can support various children's needs to engage with the learning. | 1, 2, 3 |
| <p>Staff CPD supports them to embed the knowledge, skills and vocabulary to ensure PP children know more and remember more in line with non-PP children.</p> <p>Staff CPD supports planning of learning so that all children are not cognitively overloaded.</p>                                                                                                                                         | <a href="#">Research for Education Inspection Framework</a>                                                                                                                                                                                                                                           | 2, 3    |
| CPD for staff on the use of Maths manipulatives in lessons to support the CPA approach to learning mathematical concepts. Staff's understanding of how to use manipulatives support PP children's progress to be at least                                                                                                                                                                                | <a href="#">NCETM - teaching for mastery</a>                                                                                                                                                                                                                                                          | 2, 3    |

|                                                                                                                                                        |  |      |
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| in line with non-PP children.                                                                                                                          |  |      |
| CPD on adaptive practice that ensures that all children can access age appropriate learning so that progress can be made from prior assessment points. |  | 2, 3 |

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

Budgeted cost: £20000

| Activity                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
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| <p>Embed the use of manipulatives and bar modelling within mathematics for all year groups in line with the school's Calculation Policy.</p> <p>Arithmetic lesson planned for each week that revisits and builds on prior learning. Learning is adapted to ensure all children make progress from starting points.</p> | <a href="#">NCETM - teaching for mastery</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2, 3                          |
| <p>PiXL therapies- all staff have access to therapies, including pre and post teaching. They will be delivered on a 1:1 basis, small groups or whole class depending on children's needs and attainment gaps. Therapies will focus on reading, writing and maths.</p>                                                  | <p>External support from PiXL Associate is designed to challenge leaders in their selection and use of PiXL therapies. Focus is on the Wildly Important Goal, reassessing the children's performance and next steps throughout the year to ensure they meet age related expectations: 'find the gap, plug the gap'.</p> <p>Previous evidence within the school shows that PiXL therapies have had a positive impact on pupils' ability to answer SATs papers, leading to improvement in attainment</p> | 2, 3                          |
| Delivery of targeted speech interventions, to include Wellcomm by                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1                             |

|                                                                                                                                                                                        |                                      |      |
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| trained TAs and therapies based on those delivered by SALT staff.                                                                                                                      |                                      |      |
| TAs to deliver Little Wandle interventions: Rapid Catch Up, Keep Up and Catch Up; SEND programme. Intervention selected based on Little Wandle assessments and the needs of the child. | As part of the Little Wandle scheme. | 2, 3 |

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

Budgeted cost: £5000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Sensory Circuits for individual and small groups to support with children's entry to school and starting the day positively.</p> <p>Individualised regulation breaks to reintegrate children back into classrooms after overstimulating times of the day, i.e. break times.</p> <p>Lego therapy to support children's social and communication skills, including being able to take turns and work collaboratively.</p> <p>CPD around animal therapy to support regulation and/or communication.</p> | <p>Some studies indicate that 20% of children have some form of psychological problem (Venables (1983); Rutter, Cox et al (1975); Jeffers &amp; Fitzgerald (1991); Porteous (1991) etc.) and that 70% of these are helped through the use of psychological based therapies such as play and creative arts.</p> | 4                             |

**Total budgeted cost: £40,000.00**