



Pupil Premium Strategy

Reviewed: **December 2025**

Reviewed by: **Headteacher / SLT / Governors**

Date to be reviewed: **December 2026**



East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

Pupil premium strategy statement – East Peckham 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-------------------|
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | 01.09.2025 |
| Statement authorised by | Kate Elliott (HT) |
| Pupil premium lead | Bradley Atkins |
| Governor / Trustee lead | Rachel Moore |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £49930 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| Total budget for this academic year | £49930 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, looked after children and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- treat every child as an individual
- Improve a child's wellbeing so they are motivated to learn
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, most notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. A high number of pupils (a large % of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <ul style="list-style-type: none"> - SEN - Wellbeing |
| 2 | <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been considerably lower than for non-disadvantaged pupils.</p> <ul style="list-style-type: none"> - Attendance |
| 3 | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <ul style="list-style-type: none"> - Reading and Vocabulary |
| 4 | <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>A number of our disadvantaged pupils also have a specific learning need, which widens the attainment gap further.</p> <ul style="list-style-type: none"> - Maths |

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 |
|---|--|
| <p>Improved reading attainment among disadvantaged pupils.</p> <ul style="list-style-type: none"> - Phonics - Reading | <p>KS2 reading outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <ul style="list-style-type: none"> - Writing - Speaking - Performing | <p>Assessments and observations indicate significantly improved writing, oral language and performance speaking/reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> - Well Being - SEN | <p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in bullying incidents - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <ul style="list-style-type: none"> - Maths | <p>KS2 maths outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> - Attendance | <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 50% lower than their peers. |

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: **£29200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <ul style="list-style-type: none"> - Curriculum INSET day - Release time for curriculum leaders to build curriculum - Release time for pupil premium champion - Release time for English lead to develop reading and writing curriculum | <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1-4 |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> - SENCO release time for CPD | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> | 1 and 4 |

| | | |
|--|---|----------|
| <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <ul style="list-style-type: none"> - WhiteRoseMaths CPD and subscription | <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2</p> | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> - Recruitment and retention of Pastoral support staff | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1</p> |

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

Budgeted cost: **£12900**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> - Writing intervention - Reading intervention - BRP Reading programme - NowPressPlay audio learning app subscription | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 - 3 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <ul style="list-style-type: none"> - Little Wandle phonics intervention - Writing intervention - Reading intervention | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Additional interventions to support reading, writing and maths.</p> <ul style="list-style-type: none"> - Dyscalculia screenings - Dyslexia screenings - LEGO therapy | <p>To teach, we need to further understand our pupils' needs. Diagnostic analysis allows comprehensive assessment of academic needs and abilities resulting in more effective and efficient teaching.</p> | 1 - 3 |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> - Times Tables Rockstars subscription - Maths lunch club | | |
|---|--|--|

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

Budgeted cost: **£7830**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <ul style="list-style-type: none"> - Pastoral Support - Forest School Leader (Nurture Groups) - Restorative Justice for Schools CPD for support staff | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <ul style="list-style-type: none"> - Termly attendance awards | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 4 |
| <p>Contingency fund for acute issues.</p> <ul style="list-style-type: none"> - fund clubs - fund trips - fund swimming | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | All |

Total budgeted cost: £49930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

We place a large emphasis on staffing in our school. We feel providing pupils access to a support adult in every class for the whole school day as well as a full-time pastoral lead, phonics specialist teacher and supplement support staff to support interventions benefits all children including disadvantaged pupils in all aspects of the curriculum and well-being. In addition to staff levels, we feel a plethora of resources designed to raise the attainment, support emotional wellbeing and engage all pupils including disadvantaged pupils is key to ensuring all children have access to best provision provided at East Peckham Primary.

RAG rating for outcomes:

Outcome 1: Improved reading attainment among disadvantaged pupils.

- Phonics
- Reading

KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.

Improved reading attainment demonstrated by:

- KS2 2024/25 reading outcomes - 86% of disadvantaged pupils met the expected standard
- Increase of 19% between 2023/24 to 2024/25 in reading attainment for disadvantaged pupils.
- KS1 phonics assessment 2024/25 87% pass rate
- Increase of 7% between 2022/23 to 2023/24 in phonics assessment pass rate
- Assessments and observations indicate significantly improved writing, oral language and performance speaking/reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

NB. Mobile children joining throughout the year, change in staffing and change in assessment criteria to be considered when reviewing data.

Outcome 2: Improved oral language skills and vocabulary among disadvantaged pupils.

- Writing
- Speaking
- Performing

Assessments and observations indicate improved writing, oral language and performance speaking/reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved oral language skills demonstrated by:

- KS1 phonics assessment 2022/23 50% pass rate
- KS1 phonics assessment 2023/24 80% pass rate
- Increase of 30% between 2022/23 to 2023/24 in phonics assessment pass rate
- KS2 2024/25 writing outcomes - 71% of disadvantaged pupils met the expected standard
- Increase of 38% between 2023/24 to 2024/25 in writing attainment for disadvantaged pupils.

Outcome 3: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Well Being
- SEN

Sustained improved wellbeing for all pupils demonstrated by:

- Qualitative data from student voice, student and parent surveys and teacher observations (logged and maintained in Pupil Progress Meetings termly)
- A significant reduction in bullying incidents (0%)
- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
- Pupils Individual Personalised Plans are tailored to meet their needs, reviewed constantly and shared with parents termly to ensure next support is being delivered/provided to the pupils.

NB. Consideration is needed when attempting to quantify data for wellbeing.

Outcome 4: Improved maths attainment for disadvantaged pupils at the end of KS2.

- Maths

KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.

Improved maths attainment outcome demonstrated by:

- KS2 2024/25 Maths outcomes - 71% of disadvantaged pupils met the expected standard
- Increase of 71% between 2023/24 to 2024/25 in Maths attainment for disadvantaged pupils.

NB. Mobile children joining throughout the year, change in staffing and change in assessment criteria to be considered when reviewing data. SEND and PP pupil crossover and consideration for pupils' SEN requirements are needed.

Outcome 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Attendance

Sustained high attendance by 2024/25 demonstrated by:

- Disadvantaged pupils attendance <96% (92.1%)
- Gap between disadvantaged and non-disadvantaged pupils >5% (3.6%)
- PP attendance was tracking nicely with non-PP throughout the year where the difference was <1%, and was actually higher than non-PP in Term 1. However, in the 2 summer terms, a significant number of PP children took term-time holidays (81 sessions lost which equates to 40.5 days), resulting in PP finishing the year on 92.1%, whereas non-PP finished on 95.7%.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.