



Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 (1 year due to change of leadership)
Date this statement was published	November 2025
Reviewed	November 2026
Next Review	November 2026
Statement authorised by	Board of Trustees
Pupil premium lead	Jenny Wynn
Governor / Trustee lead	Martin Wicks

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£28,920
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£28,920

Part A: Pupil premium strategy plan

Statement of intent

Graveney Primary School recognises that when making decisions about using Pupil Premium funding it is important, when preparing this plan, we consider the context of our school and the subsequent challenges it has faced. This has been done alongside research conducted by the EEF.

Our common barriers to learning for disadvantaged children include: lack of experiences and opportunities at home, weak language and communication skills, insecure maths knowledge, lack of resilience, greater emotional difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our Objectives:

- That all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- To ensure all pupils causing concern are closing the gap between their peers and receiving quality first teaching.
- To ensure all disadvantaged pupils experience the opportunities within the full curriculum including enrichment activities that will promote good levels of engagement and enjoyment for learning.
- Support the physical and mental health and wellbeing of disadvantaged pupils through specific interventions and a tailored curriculum that focuses on character education and development.
- To promote early reading and writing development for disadvantaged pupils and to ensure that pupils develop a love of reading, including providing them with a wide range of books to enjoy for pleasure.
- To promote mathematical develop, ensuring they have secure knowledge appropriate to their age and where needed specific support and intervention to ensure they keep up with their peers.
- To support children’s language development through specific intervention programmes, external agency support and quality teaching.
- Engage parents as partners of their children’s learning and support with barriers such as attendance.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Language and Literacy skills
2	Mathematical development of key concepts
3	Attendance and punctuality
4	Lack of rich life experiences
5	Well-being and lack of resilience skills which have led to lower levels of engagement.

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
Barriers to communication, language and literacy will have been reduced as much as possible, enabling those eligible for PP to be at least in line with their non-eligible peers	Pupils will have been screened for Language Link and where needed Speech Link, to enable support to be put in place swiftly. Outcomes for Communication and Language ELG, will show the gap is narrowed between those who are and are not eligible. Assessment and planning will have matched developmental stage in phonics and reading, enabling rapid progress.
Pupils will have secure understanding of mathematical concepts such as number bonds and times tables	Pupils will have engaged with online platforms at home to support rehearsal of number bonds and multiplication. There will be an uplift in the outcomes for MTC and end of year outcomes.
Disadvantaged pupils will attend school regularly (96%+). Their parents will engage with and support their education	Pupils will have attend school regularly and on time. This will have enabled them to maximise their educational experience. Parents will have been supported and encouraged to engage with their child's education so that this can be supported at home as well as in school and so that all adults have high aspirations for the children.
Pupil premium pupils will be able to access enrichments and opportunities through the school's curriculum and wider curriculum offer	Pupils will engage with a wide range of opportunities which enable them to experience activities, develop their language and understanding of the world and enrich their learning experiences so that they have a sound springboard for other opportunities throughout their lives. Pupils with skills and talents which they may not be able to explore otherwise will be developed and nurtured. Pupils will gain a rich cultural capital.
Pupils' social and emotional development will be addressed so that they are able to participate successfully in all areas of school life; demonstrating excellent behaviours for learning.	Staff will have identified pupils in need of support quickly and work with colleagues to plan and implement strategies to support them. Class based as well as individual strategies will have been implemented. As a result, pupils will demonstrate resilience, good self-esteem and good learning behaviours to enable them to achieve academically and socially.

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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train and develop staff in delivering phonics and reading scheme across the school - Little Wandle as well as other aspects of the English curriculum	EEF Professional Development Guidance (2025) states that 'to make PD stick in your school you must build time and space for teachers to practise, not just understand, new strategies. Doing so ensures that high quality teaching becomes routine, benefitting all pupils and closing gaps for disadvantaged learners.' EEF – Moderate impact for very low cost DfE – The Reading Framework	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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. Maths Hub	2
Enquire about the opportunity to join the Maths Hub	DfE – Guidance on using the Pupil Premium	2
Office and class staff to have CPD regarding their roles and our processes regarding attendance. Networking with others where appropriate.	DfE – Working together to improve school attendance	3
CPD and subsequent implementation of approaches to teaching / supporting social and emotional development	EEF – Improving Social and Emotional Learning in Primary Schools	5
CPD for staff around metacognition – looking at strategies that are appropriate to implement and learning behaviours.	EEF – Metacognition and self-regulation – High impact for very low cost. EEF – Cognitive science approaches in the classroom EEF – Improving behaviour in schools (learning behaviour focus)	5

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

Budgeted cost: £15083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure systems are in place to support class based adaptive teaching as well as targeted interventions e.g. Speech and Language Link, Widget Online	EEF - Oral Language Interventions – high impact for very low cost. EEF – Small groups teaching – moderate impact for low cost	1
Additional phonics and reading sessions targeted at disadvantaged pupils who require it.	EEF – Phonics – moderate impact for very low cost Reading comprehension strategies – high impact for very low cost Small groups teaching – moderate impact for low cost DfE – The Reading Framework	1
Ensure all children are set up and accessing Numbots and TTRS at home, providing a lunch club for those not accessing at home. Review teaching of number bonds and times tables making adaptations to the approach where necessary.	EEF - Homework – moderate impact for very low cost Small groups teaching – moderate impact for low cost	2
Maximise the impact of support staff, by embedding expectations of effective deployment both during whole class and targeted work.	EEF – Deployment of teaching assistants	1, 2, 5

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

Budgeted cost: £ 13337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve levels of parental engagement particularly for disadvantaged families which encourage parents to support their children with reading or homework. Involvement of parents in children’s learning activities and more intensive programmes for families in crisis. Workshops for parents to support their understanding and bringing them in to celebrate learning more frequently.	EEF – Parental Engagement – Moderate impact for very low cost Working with parents to support children’s learning	1, 2, 3, 4, 5
Embed Attendance Policy including processes to improve attendance and punctuality.	EEF – Parental Engagement – Moderate impact for very low cost	3

Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them	DfE – Working together to improve school attendance	3
Breakfast Club offered to families for free to support and encourage school attendance.	EEF – Extending school time – moderate impact for moderate cost	3
Maximise opportunities for disadvantaged pupils to experience opportunities within and beyond the full curriculum including enrichment activities that promote good levels of engagement and enjoyment for learning e.g. funded school trips, visitors, PE/sports, competitions, learning to play musical instruments.	EEF – Arts Participation – moderate impact for very low cost Physical activity – low impact for very low cost.	4
Where whole school / class based strategies to support children's self-regulation and resilience are not having the impact, look to other agencies for support e.g. Salus, play therapist.	EEF – Metacognition and self-regulation – high impact for very low cost	5
Engage with NELFT – Mental Health Support Team programme – reviewing and implementing where appropriate universal and targeted support.	EEF – Social and emotional learning - moderate impact for very low cost	5
Environment developments e.g. library and zones for regulation	EEF - Metacognition and self-regulation – high impact for very low cost DfE Reading Framework	1, 4, 5

Total budgeted cost: £ 28,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

These outcomes are for disadvantaged pupils in the 2024-25 academic year.

Pupils across the school, including those who are disadvantaged have been tracked carefully to ensure that their progress is carefully monitored.

EYFS and Phonics Screening -

	All	FSM
Good Level of Development	76.9%	100%
Year 1 Phonics	87.5%	66.7%
Year 2 Phonics	60%	66.7%

The Good Level of Development for EYFS for all dipped on last academic year, however for all and FSM, the proportion was above National and Kent figures. There will be work this academic year on tracking attainment in Reception to enable identification of specific gaps for children.

There has been an uplift within the FSM group with phonics for both Year 1 and retakes in Year 2. There will be additional work this academic year to more specifically target Little Wandle interventions, to enable the gap to narrow.

Multiplication Tables Check

Score	All	FSM
Scored 20 or more	38% (6 children)	20% (1 child)
Scored 25	6% (1 child)	0%

For both all and FSM, this is a lower proportion than we would want to see, consequently this will form part of the pupil premium strategy for this academic year.

Key Stage 2

Curriculum Area	Attainment Level	All	FSM
Reading	Expected	91.7%	100%
	Higher level	41.7%	0%
Writing	Expected	83.3%	100%
	Higher level	25%	0%
GPS	Expected	75%	0%
	Higher level	25%	0%
Maths	Expected	91.7%	100%
	Higher level	16.7%	0%

Combined Expected +		75%	100%
Combined Higher Standard		16.7%	0%

The Year 6 Pupil Premium group included 2 pupils. Both reached expected across Reading, Writing and Maths, but not GPS. Targeted support for our pupil premium children will be evident this academic year, with teachers and teaching assistants having a greater knowledge of who they are, access to Insight to be able to help analyse data and targeted support at the point of learning.

Attendance –

	All	FSM
Overall for 2024-25	94.4%	93.75%
Persistent Absence (less than 90%)	16.8% (18 children)	22% (4 children)

Whilst the total absence has improved slight, it is still lower than we should be. The persistent absence figure has risen again and above National, which for attendance means this needs addressing. This academic year it will be a focus of the strategy and the school development plan.

Additional information -

Pupil Premium funding continues to be used to fund our breakfast club for disadvantaged pupil and was also used to support these pupils to attend our whole school educational visits. These experiences were one's which a significant number of pupils across the school had never experienced.

