



Pupil Premium Strategy Statement 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Birchington CEP School
Number of pupils in school	420
Proportion (%) of Pupil Premium eligible pupils	33%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plan)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Wilson Headteacher
Pupil Premium Lead	Jonathan Forwood Deputy Headteacher
Governor Lead	Lorraine Bant Chair of Governors

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£226,365
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£226,365

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 at least good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy statement 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, no matter how they may be classified as such: including children who have a Social Worker; are receiving Early Help; have poor mental health; have low attendance; are Young Carers or who may be deemed vulnerable for other reasons. 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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>Reading</p> <p>Assessments and observations indicate a gap in reading skills and comprehension between those children who read widely and often and those children who don't. This gap is more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Phonics</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 63% of our EYFS Pupil Premium pupils (July 2025) achieved the 'Expected' standard in Word reading compared to 91% for Other Pupils.</p>
3	<p>Writing</p> <p>Assessments and observations indicate children losing essential practicing of writing skills including motor skills for our younger writers, handwriting for specific children and children having the stamina for writing longer pieces. Use of basic grammar, punctuation and spelling skills in writing have also fallen back. This is more prevalent among our disadvantaged pupils than their peers in all year groups except Year 6.</p>
4	<p>Maths</p> <p>Assessments and observations indicate some disadvantaged children have generally have greater difficulties with recall of addition facts, times tables and have forgotten calculation or Maths strategies, particularly with problem solving activities. This is reflected in their approach and resilience in lessons.</p>
5	<p>Well-being</p> <p>Many of our disadvantaged pupils have been impacted by the cost of living or the mental health of themselves or family members. These challenges particularly affect disadvantaged pupils. In addition, 40 children (over 50% of whom are disadvantaged) currently receive, or are waiting to receive, counselling or social and emotional support in school.</p> <p>The school continues to tackle low levels of confidence and resilience with specific children, a significant proportion of which are allocated Pupil Premium funding. These children need assistance to support their well-being, give them tools to assist with their emotions and improve their approach so they become successful learners.</p> <p>Financial challenges of some of the families who are 'just about coping'</p>
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates our attendance has been just below 95% overall which is similar to National.</p> <p>Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. This gap reduced last year: it was 3.6% points lower in 2024-25 and 4.1% points lower in 2023-24.</p>

	<p>We have 37 children who are Pupil Premium and SEND. 7 of them have attendance >95%; 9 more over 90%; 18 between 80% and 90%; and 3 lower than 75%. Due to some of the complex nature and experiences in their home life and their additional emotional needs, some pupils do not always arrive at school on time and are not ready to engage in learning. They need pastoral support and nurture to assist with this transition.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>EYFS</p> <p>Year on year, we are finding our new Year R cohorts more challenging than ever with complex social, emotional, medical and speech needs. They are starting school with a low point of entry (36% children at age-appropriate levels across all areas). Communication and Language, speech, toileting and independence are key areas to be worked on. The Prime Areas are lowest (Personal, Social and Emotional Development; Physical Development; and Communication and Language).</p>

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
Improved reading attainment among disadvantaged pupils.	KS2 SATS reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard
Improved Phonics check results for disadvantaged children. Improved use of phonics in own reading and within spelling when writing independently for disadvantaged children.	Year 1, and end of Key Stage 1, Phonics check outcomes for disadvantaged children in the academic year 2027/28 are more than 80%
Improved writing attainment among disadvantaged pupils.	KS2 SATS writing outcomes in 2027/28 for our current Year 6 cohort show that more than 70% of disadvantaged pupils met the expected standard
Improved Maths attainment among disadvantaged pupils.	KS2 SATS maths outcomes in 2027/28 for our current Year 6 cohort show that more than 70% of disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 2%. the % of all pupils who are persistently absent (<90% attendance) being below 8% and the figure among disadvantaged pupils being no more than 5% higher than their peers.
Improved EYFS profile attainment among disadvantaged pupils.	Improved EYFS attainment among disadvantaged pupils at GLD to be at least 70%

Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme (<i>Read Write Inc.</i>) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF	2, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	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 guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery learning EEF	4

Reading comprehension strategies – daily reading sessions, daily spelling session	Reading comprehension strategies are high impact on average (+7 months) Reading comprehension strategies EEF	1,2,3
Explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of learning (e.g. working walls, knowledge organisers, worked examples)	The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) Metacognition and self-regulation EEF	1, 2, 3, 4
STLS and Ed. Psych time to support vulnerable pupils across Early Years and Year 1 STLS training on 'Nurture Structure Highway' for teachers and support staff	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour interventions EEF	1, 2, 3, 4, 5, 7
Feedback – amended 'Marking' Policy to 'Feedback and marking' Policy, amended Assessment procedures and provided staff training.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback EEF	1, 2, 3, 4

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

Budgeted cost: £89,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SATS Companion to assist with targeted high-quality homework provision for Years 5 and 6. Purchase spelling and times tables apps for children to practice at home.	Homework has a positive impact on average (+5 months). The quality of the task set appears to be more important than the quantity of work required from the pupil. Homework EEF	1, 4

Providing a support and provision room (The Meadow) which will be used as a calm space, learning area and a place where children and staff will learn different strategies to encourage independent learning.	The average impact of small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition EEF	1, 2, 3, 4, 7
Additional reading and phonics sessions targeted at disadvantaged pupils who require further support.	Reading and phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Reading comprehension strategies EEF Phonics EEF	1, 2, 7
Teaching Assistant interventions	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching Assistant Interventions EEF	1, 2, 3, 4
School-based Speech and Language therapists providing 1:1 support.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF	1, 2, 3, 7
Training for sensory circuits	There is a small positive impact of physical activity on academic attainment Physical activity EEF	1, 2, 3, 4, 5

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

Budgeted cost: £112,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	5
Pastoral support provided by our Parent Support Advisor, Child Support Worker and School Counsellors.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable	5, 6

	<p>and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF</p>	
<p>Parental engagement – range of workshops during the year, teachers contacting parents, parent forum, on-going direct support from the Parent Support Advisor</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. The average impact of parental engagement is +4 months</p> <p>Parental engagement EEF</p>	All
<p>Funding towards the school minibuses to enable pupils to participate in inter-school sports activities, school trips, visits and experiences. Funding for trips and swimming sessions.</p>	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity EEF</p>	5, 6
<p>Funded Breakfast and After School Provision – for disadvantaged pupils</p>	<p>The average progress figure of 3 months over a school year suggests this approach can be effective.</p> <p>Extending school time EEF</p>	6
<p>Attendance support for disadvantaged families</p>	<p>Regular attendance meetings with parents and carers, close monitoring of attendance and liaison with the LA attendance officer</p>	6

Total budgeted cost: £226,365

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

All statutory assessments continued in 2025.

Our Phonics Check results for Year 1 for our disadvantaged pupils in 2025 was 59%. However, we are expecting the % for this cohort to be over 80% when they have their Year 2 resits in Summer 2026.

The Phonics Check results for Year 2 for our disadvantaged pupils in 2024/25 was 74%. We were one child off (who was one mark away) our 80% target.

There has been an *improvement* in the Writing of disadvantaged pupils in our Year 6 2024/25 cohort. It was 37% when in Year 6 in 2025 compared to 20% when they were in Year 2 in 2021. 25% of this cohort's Pupil Premium children started after Year 2.

For our Year 6 2024/25 cohort the % of disadvantaged pupils meeting the expected standard in Reading was 48% which was an *improvement* from the previous year's 46% for this cohort.

For our Year 6 2024/25 cohort the % of disadvantaged pupils meeting the expected standard in Maths was 41% which is a *drop* from the previous year's 54% for this cohort.

At the end of Key Stage 2 the *difference between our disadvantaged pupils and Other children has increased* compared to the previous three post-Covid 19 cohorts as the disadvantaged pupils group attained comparatively low to Other children. 75% of our Pupil Premium children started in Year R at Birchington).

The *differences are diminishing* in EYFS between our disadvantaged pupils and Other children in Maths. A greater % of both groups are at working at the expected level but proportionally more disadvantaged pupils. In English the difference is slightly more negative, although the disadvantaged pupils are attaining equally as well as previous cohorts. Over the past two years we have had a much greater number of disadvantaged pupils with SEND than before.

Our overall attendance in 2024/25 was slightly lower than in the previous year. Last year, the attendance of disadvantaged pupils was 0.1% points higher than the previous year, and the gap between their peers decreased to 2.6% points from 4.2%. A greater proportion of disadvantaged children are persistently absent compared to other children. 24% of known holidays in term-time are taken by Pupil Premium children. This is why attendance continues to be a focus of current plan.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be significantly impacted. The impact is particularly acute for disadvantaged pupils. We continue to use Pupil Premium funding to provide much needed wellbeing support for all

pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Insight (Data analysis tool – access for all teachers)	www.insighttracking.com

Further information

When making decisions about the most effective way to use our Pupil Premium grant, Birchington CEP School follows the guidance of the EEF, as advised by the DfE. This recommends that schools adopt a tiered model, which focuses on:

- Whole-school approaches which support high quality teaching and learning, assessment and feedback and transition support
- Targeted approaches providing evidence-based intervention programmes where needed
- Wider strategies tackling non-academic barriers to success in school, such as attendance, behaviour and social, emotional and mental health support.

[Using pupil premium: guidance for school leaders](#)

[Teaching and Learning Toolkit | EEF](#)

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The school will be joined by an Emotional Wellbeing Team worker in January 2026.
- Development of a Forest Area to engage those children who struggle to come to school or who engage in learning in a practical way.
- Insights to analyse data
- Cultural capital e.g. visitors into school, careers events
- Funding of two Phase Leaders out of class an extra day a week to support teaching and learning across the school