

# Pupil premium strategy statement – Culverstone Green Primary School 2025-2026

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Debbie Maxted
Pupil premium lead	Charlotte Casey
Governor / Trustee lead	Debbie Maxted

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,319
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£
<b>Total budget for this academic year</b>	£39,319

# Part A: Pupil premium strategy plan

## Statement of intent

At CGPS, our provision is driven by our vision and our ethos for all pupils. Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners. The provision we plan and the funding we allocate to support pupils' attainment, outcomes and quality provision for all pupils is driven by our ethos: "Putting the needs of every child at the heart of everything we think, say and do". Our intention in this strategy 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 take additional consideration toward the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or those categorised at LAC or PLAC. High Quality First teaching is at the heart of our approach, with split input/focused teaching consistently evident in all classes to support the learning of all pupils at all stages of the learning, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged pupil's 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 are set
- Act early to intervene at the point need is identified
- Reasonable adjustments in place to aid disadvantaged pupils accessing the curriculum.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This pupil premium strategy will work directly and indirectly by using funding to improve teaching and learning, support families, attendance, and staffing. The senior leadership team will monitor the impact and progress through a variety of methods such as:

- Termly pupil progress meetings
- Learning walks

- Pupil voice (with a focus on our disadvantaged pupils)
- Daily attendance tracking

## Challenges

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

Challenge number	Detail of challenge
1	Multiple vulnerabilities, some disadvantaged pupils have multiple barriers to educations including, PLAC, SEND, CP, Wellbeing, Speech and Language.
2	The attitude to learning of many of our PP children is less than that of their peers, with their self-esteem and belief in their academic abilities or ability to learn is less.
3	The communication, language and vocabulary of our disadvantaged / PP pupils is typically lower than their peers with intervention and additional support needed more often than not.
4	Our attendance data shows that attendance among disadvantaged pupils is lower than that for non-disadvantaged pupils.  The current rate of persistent absence for disadvantaged pupils is 40% .
5	Disadvantaged/vulnerable pupils joining EYFS are typically starting lower than their peers.

## 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
<b>English:</b>  For progress and attainment to be in line with non-pupil premium peers in writing.	For progress in writing for pupil premium children to be positive gains sustained throughout the year.  Out comes to be comparative with their non-pupil premium peers. The gap in attainment between disadvantaged and other children is reduced and

	<p>disadvantaged children makes rapid progress.</p> <p>More disadvantaged children are assessed as working at age related expectations and greater depth in writing.</p>
<p><b>Maths:</b></p> <p>Progress is made for disadvantaged children to narrow the gap between disadvantaged and non- disadvantaged children.</p> <p>Attainment in Maths by the end of KS2 is above the national and Kent average at EXS and GDS standard. Introduction of Pixl for targeted support and interventions. Continued use of White Rose, adapted by staff.</p>	<p>High-quality teaching is in place in all classes and ensures that all children can be successful in lessons and receive appropriate support.</p> <p>National and county data will show that results in Maths are above average. The school is at least in line with National average and Kent average for attainment of PP children in reading.</p>
<p><b>Resilience and wellbeing:</b></p> <p>All children will develop emotional resilience and high-quality personal development skills, which will positively impact upon learning. To achieve and sustain improved wellbeing for all pupils in our school, particularly those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice and teacher observations and significant increase in participation in enrichment activities (Pupil voice will reflect the positive impact of alternative curriculum provision).</p> <p>Use of Boxall profile to assess the wellbeing of pupils and use this data to plan nurture provisions.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p><b>Attendance:</b></p> <p>All pupil's attendance levels are above the national average of 96%.</p>	<p>The differential between the attendance levels of pupil premium and non-pupil premium levels are eradicated.</p> <p>Targeted support for identified families will have a positive impact on attendance levels (A Star Attendance). New initiatives include themed weeks, interclass competitions and</p>
<p><b>Attainment gap:</b></p> <p>Differentials in attainment (age related and working at greater depth) between</p>	<p>Very high-quality teaching provision will be in all class rooms for all children.</p> <p>There will be progress to close the gap of those children who are classed as</p>

disadvantaged and non-disadvantaged pupil groups will diminish.	disadvantaged and those who are not both at the end of KS1 and KS2.  This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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## 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: £ 14,659.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics (RWI)  Ongoing quality phonics training for staff to ensure high quality phonics teaching for all pupils' groups delivered by all adults.	Phonics is an approach to the teaching of reading that develops learners' phonemic awareness.  It aims to teach learners the relationship between sounds and the spelling patterns (or graphemes) that represent them and to sound them out by combining or blending. It is particularly beneficial to 4-7-year-olds and requires highly qualified teachers.  Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling. 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:  "Research tells us that high quality teaching can narrow the	1,2,3,5

	disadvantage gap “EEF (2023) “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” EEF (2021)	
<p>Senior Leader to be the Trust Champion with responsibility for pupil premium at the school.</p> <p>Senior leader: Charlotte Casey, Headteacher</p>	<p>“A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle” EEF (2022)</p> <p>With a senior leader leading Pupil Premium, there is always a high profile and a high level of review to ensure that every child is able to achieve and that attainment differences are being diminished.</p>	1
<p>Use of effective assessment and feedback programmes to provide quality formative and summative assessment. Purchase and subscription to Pixl Programmes and Arbor for Assessment</p>	<p>Provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year...Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF (2022)</p> <ul style="list-style-type: none"> <li>• Pixl contributes to great teaching by:</li> <li>• Providing high quality assessments</li> <li>• Providing gap analysis software</li> <li>• Providing instant interventions</li> </ul>	1
<p>Use of Walkthrus to develop staff CPD and enhance learning opportunities.</p>	<p>A research based CPD schedule will enhance and develop teacher knowledge and confidence in providing for the needs of all pupils. They will continue to develop the skills needed to give learners the confidence they need to engage with learning more actively.</p>	1,2,5

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

Budgeted cost: £ 14, 659.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 RWI Phonics Sessions targeted at disadvantaged pupils who need further phonics support.	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 of up to 12 weeks. Phonics   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,5
Purchase of Speech Link and Language Link to assess and target pupils' individual oral language needs. Talk boost sessions for identified pupils following assessment.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,5
Employment of Speech and Language therapist to work directly with the school.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2,3,5
Accelerated reader to continue to promote engagement and a love of reading and incentivise pupils towards continued strong outcomes.	The EEF toolkit tells us that there is extensive research in the chosen approaches. Reading will improve for all learners if we can develop pupil's language capability and teach reading comprehension through modelling and supported practice. The EEF toolkit tells us that pupils benefit when parents fully support a shared project. We know that the systematic teaching of phonics allows children to access our curriculum	1,2,3
3 books sent home for Year R children	The EEF toolkit tells us that there is extensive research in the chosen approaches. Reading will improve for all	1, 3

and a workshop to support parents.	leaners if we can develop pupil's language capability and teach reading comprehension through modelling and supported practice. The EEF toolkit tells us that pupils benefit when parents fully support a shared project. We know that the systematic teaching of phonics allows children to access our curriculum.	
Year 3 and 4 Writing Workshop 6 x a year.  £350 per workshop	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one to one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3
Year 5 and 6 Writing Intervention – Literacy Trust  £350	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one to one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Star Attendance System to support tracking, monitoring and supporting families.	We know that the attendance of our disadvantaged pupils was lower than their non-disadvantaged peers in 2024-2025.	2, 4
Engaging active lunchtimes	We know that historically, many of our behaviour incidents occur at play or lunchtime. The majority of	1,2,3



	incidents that our disadvantaged group are involved in occur during these less structured times. Active lunchtimes also contribute positively to our wellbeing offer and our physical activity / health strategy. Allstars to promote active and varied play.	
Clubs and enrichment linked to the PE/Sport strategy to increase the participation and engagement of all pupils within clubs and enrichment activities and ensure that fair access for all pupils.	It is important for schools to promote pupils' self control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges." Gov.uk (2021)	1,2,3,4
Active Play provision to reduce the number of negative incidents at Lunchtime for this group of learners  OPAL scheme to be explored	We know that historically, over 70% of our behaviour incidents occur at play or lunchtime. Our disadvantaged group also get the majority of their incidents during these less structured times.	Staffing – ensuring that high quality CPD exists for our lunchtime team. Have 10 members of lunchtime team outside owning and running zones  Equip the playgrounds well so children are positively engaged.

**Total budgeted cost: £ 39,319**

## Part B: Review of the previous academic year 2024-2025

### Outcomes for disadvantaged pupils

#### EYFS

- GLD All 72.7%
- 1 Pupil Premium child in cohort who did not achieve GLD, attendance an issue and child is on SEND register for SEMH.

#### Phonics

- Year 1 – 83.3% met the expected standard
- 80% of Pupil premium children achieved the standard (4/5 children)

#### MTC

- 38.7% of students achieved full marks, 20% of disadvantaged children achieved full marks
- Mean average score was 20.21 and for Pupil premium children it was 17.

#### Whole School

			Reading		Writing		Maths		Combined	
			All	PP	All	PP	All	PP	All	PP
Year 1	30 Cohort	Exs+	83.3%	80%	70%	60%	73.3%	40%	60%	40%
	5 Pupil premium	GD					6.7%			
Year 2	27 Cohort	Exs+	85.2%	50%	77.8%	50%	85.2%	50%	77.8%	50%
	2 Pupil premium	GD	44.4%	50%	7.4%		44.4%		7.4%	
Year 3	31 Cohort	Exs+	80.6%	57.1%	71%	28.6%	80.6%	57.1%	64.5%	28.6%
	7 Pupil premium	GD	35.5%		12.9%		19.4%	14.3%	12.9%	
Year 4	31 Cohort	Exs+	71.0%	40%	74.2%	60%	74.2%	40%	64.5%	20%
	5 Pupil premium	GD	29.0%	20%	12.9%		25.8%		12.9%	
Year 5	30 Cohort	Exs+	83.9%		80.6%		80.6%		77.4%	
	0 Pupil premium	GD	38.7%		25.8%		38.7%		25.8%	
Year 6	30 Cohort	Exs+	73.3%	16.7%	66.7%	33.3%	70%	50%	53.3%	
	10 Pupil premium	GD	43.3%		20.0%		20.0%		13.3%	

Attendance 2024.25

September – July: 94.77%, PA: 12.98%

Disadvantaged Attendance: 90.98%

### Key Observations:

- Attainment for disadvantaged pupils is lower than their non-disadvantaged peers across all core subjects in most year groups, with the widest gaps seen in Year 6 combined outcomes (PP: 13.3% vs All: 53.3%).
- The performance of disadvantaged pupils in Year 1 is relatively strong, particularly in phonics and combined outcomes.
- In Year 2, outcomes are broadly in line with the cohort, but small pupil numbers make percentages volatile.
- A concerning trend is noted in Year 4 and Year 6, where disadvantaged pupils significantly underperform, particularly at greater depth.
- In Year 5, there were no disadvantaged pupils.

### Attendance 2024–2025

- Whole school attendance was **94.77%**, with persistent absence (PA) at **12.98%**.
- Disadvantaged pupil attendance was lower at **90.98%**, with higher rates of persistent absence contributing to lower academic outcomes, particularly for those also identified as SEND.

## Next Steps and Priorities for Disadvantaged Pupils (2025–2026)

- 1. Raise Attainment and Progress in KS2, Particularly in Year 6**
  - Targeted interventions needed for disadvantaged pupils at risk of underachievement, especially in combined outcomes.
  - Embed high-impact strategies (e.g., pre-teaching, live marking, structured feedback) with a focus on vocabulary, fluency, and reasoning skills.
  - Use pupil progress meetings to maintain a sharper focus on the progress of disadvantaged pupils and address underachievement promptly.
- 2. Improve Disadvantaged Attendance and Reduce Persistent Absence**
  - Strengthen attendance procedures for disadvantaged families, with increased pastoral engagement, early intervention, and tailored support.
  - Use attendance data more strategically to track trends and respond earlier, especially for PP+SEND pupils.
  - Explore incentives and positive reinforcement strategies to support sustained attendance improvement.
- 3. Increase Access to Greater Depth Opportunities**
  - Provide challenge through guided groups, enrichment, and structured questioning to stretch high-potential disadvantaged learners.
  - Monitor curriculum access to ensure disadvantaged pupils are engaging with the full breadth and depth of the curriculum, not just the basics.

#### 4. **Sharpen the Use of Assessment to Inform Teaching**

- Ensure formative assessment identifies misconceptions early for disadvantaged learners.
- Improve teacher confidence and accuracy in identifying gaps in knowledge and adapting teaching accordingly.
- Use data triangulation (books, pupil voice, outcomes) to better understand barriers to learning.

#### 5. **Improve Early Intervention and Support in EYFS and KS1**

- Enhance provision for disadvantaged pupils in EYFS, especially where additional needs (e.g. SEMH) are a factor.
- Continue to build on strong phonics outcomes in Year 1 with early catch-up and precision teaching approaches for those who did not pass.

#### 6. **Strengthen the Role of Class Teachers in Pupil Premium Strategy**

- Support staff to understand the specific needs of disadvantaged pupils in their class through pupil profiles and structured CPD.
- Promote accountability for outcomes through performance management targets and coaching conversations.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance
Timestable Rockstars	Maths Circle Ltd
White Rose Maths	White Rose
Spelling Shed	Ed Shed
PixL	PixL