

# Pupil premium strategy statement – Balcombe CE 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Nicky Ellis/ Ben Turney
Pupil premium lead	Beverley Hoddell (SENCO)
Governor / Trustee lead	Nicky Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,571
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,571

## Strategy aims for disadvantaged pupils

**Priority 1** Ensure PPG pupils receive a provision that enables them to close any gaps with their peers

**Priority 2** Ensure identified PPG pupils are ready for learning and are emotionally supported to learn with their peers

# Part A: Pupil premium strategy plan

## Statement of intent

*At Balcombe C of E Primary School our aim is that all learners, regardless of their background or the challenges that they encounter, make 'good' progress, relative to their starting point and achieve well – ultimately becoming 'the best that they can be.'*

*The overarching aim of our pupil premium strategy is to support our disadvantaged pupils to achieve and make progress in-line with their non-disadvantaged peers.*

*More specifically, our aims are:*

- To use our knowledge of our children and our assessment evidence to support our identification of gaps in learning/next steps*
- To provide targeted support in order for children to make sure children make progress in line with their peers and which is measured from their starting points - addressing any gaps in learning*
- To provide social, emotional and mental health support for our disadvantaged pupils whose academic progress or well-being is impacted by external factors*
- To ensure equity in provision by ensuring that our Pupil Premium children have access to*
  - extracurricular activities*
  - the uniform that they need*
  - school trips and visits that enrich their curricular experience.*

## Challenges

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

Challenge number	Challenge	Detail of challenge
1	Attainment Gap	<p>Internal assessments and tracking data indicate that attainment among disadvantaged pupils is currently below those of non-disadvantaged pupils.</p> <p>Therefore, we must ensure Pupil Premium pupils receive learning opportunities that enable them to make progress in line with their peers. This in turn, will aid closing any gaps in attainment between those who are disadvantaged and those who are not.</p>
2	Social and Emotional needs	<p>Our systems and observations have identified social and emotional issues for many pupils in receipt of Pupil Premium funding.</p>

		Therefore, as a school we must ensure identified Pupil Premium pupils are ready for learning and are emotionally supported to learn with their peers.
3	Engagement in enrichment activities	<p>The % of disadvantaged pupils attending after-school clubs/enrichment is lower than the % of non-disadvantage pupils attending.</p> <p>Therefore, we must ensure that all Pupil Premium children are able to access appropriate enrichment opportunities so that they can learn alongside their peers.</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.	<p>Reading outcomes in 2025/2026 show the gap between disadvantaged pupils and non-disadvantaged pupils is reduced by at least 20% (not including those children with high level SEND needs e.g. EHCP)</p> <p>Children in receipt of PPG, reach their individual targets.</p>
Improved writing attainment among disadvantaged pupils.	<p>Writing outcomes in 2025/2026 show the gap between disadvantaged pupils and non-disadvantaged pupils is reduced by at least 20% (not including those children with high level SEND needs e.g. EHCP)</p> <p>Children in receipt of PPG, reach their individual targets.</p>
Improved maths attainment for disadvantaged pupils.	<p>Maths outcomes in 2025/2026 show the gap between disadvantaged pupils and non-disadvantaged pupils is reduced by at least 20% (not including those children with high level SEND needs e.g. EHCP)</p> <p>Children in receipt of PPG, reach their individual targets.</p>
To support the wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice and teacher observations</li> <li>• an increase in participation in enrichment activities of disadvantaged pupils</li> <li>• any children in receipt of Pupil Premium funding who have been exposed to Adverse Childhood Experiences (ACEs) to receive emotional well-being/mental health support.</li> </ul>

Enrichment/equipment	<p>All children in receipt of Pupil Premium funding to have support with school uniform</p> <p>All children in receipt of Pupil Premium funding to attend curriculum enrichment events i.e. school trips linked to the current topic.</p> <p>All children in receipt of Pupil Premium funding to be able to attend an after school club.</p>
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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: £2640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the development of our Developing Quality First Teaching with our SSP Phonics through</p> <ul style="list-style-type: none"> <li>providing regular professional development opportunities for staff to enable them to support all learners.</li> </ul> <p>Continue the development of our 'Reciprocal Reading' intervention (which supports readers in KS2).</p> <ul style="list-style-type: none"> <li>providing further training and planning opportunities for staff delivering this intervention.</li> </ul>	<p>EEF research states that when teaching a phonics based approach there is "<i>high impact for low cost based on extensive evidence</i>".</p> <p>Quality first teaching raises standards.</p> <p><a href="#">Phonics   EEF</a></p> <p>EEF research states that there is a 'high impact for very low cost.'</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1
<p>A subscription/membership to The National College will enable staff to</p>	<p>The EEF states that 'high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality</p>	1, 2

access recent thinking, research and training linked to areas of the curriculum where children receive targeted support. NB The National College would be a part of a wider programme of researched based CPD opportunities.	and enhance children's outcomes in the classroom.'  <a href="#">Effective Professional Development   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SSP 'Little Wandle' phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	EEF research states that when teaching a phonics-based approach there is " <i>high impact for low cost based on extensive evidence</i> ".  <a href="#">Phonics   EEF</a>	1
Additional reading comprehension learning opportunities for small groups – using Reciprocal Reading comprehension support in KS2.	EEF research states that there is a 'high impact for very low cost.'  <a href="#">Reading comprehension strategies   EEF</a>	1
An appropriate support strategy, delivered by support staff/teachers, including pre teaching and tutoring in small teams.	The EEF guidance states 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'  <a href="#">Small group tuition   EEF</a>	1

Small group teaching will support the adaptation of the curriculum in <b>maths and writing</b> .	<p>Individual tuition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>TA supporting adaptations:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Purchase of appropriate materials to facilitate the above support, e.g.,</p> <ul style="list-style-type: none"> <li>• Assessment packs</li> <li>• TT Rockstars</li> <li>• Widget software</li> <li>• Reciprocal Reading.</li> </ul>	<p>The EEF guidance is based on a range of the best available practice.</p> <p>Within the small group work, resources will be needed to support teaching and learning.</p> <p><a href="#">Small group tuition   EEF</a></p>	
Dedicated Learning Mentor to work with pupils 1:1 and in class to provide support for SEMH needs.	<p>EEF states that providing feedback is effective in accelerating progress. Social and emotional learning is targeted in Learning Mentor sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	2

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

Budgeted cost: £2157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning through strategies such as Learning Mentor support.	<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><a href="#">Social and emotional learning   EEF</a></p>	1, 2
Ensure equity of provision and	Uniform:	3

experience e.g. subsidised trips, school uniform, extra-curricular club participation, access to technology	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a> Trips/extra-curricular opportunities, including residential, swimming and after school clubs: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
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**Total budgeted cost: £18,571**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Aim	Outcome
To close the gap between PP children and their peers in Reading	Reading attainment of disadvantaged pupils rose during the 2024/2025 academic year. The gap between Ever 6 FSM and non FSM pupils was reduced by 12%.
To close the gap between PP children and their peers in Maths	Writing attainment of disadvantaged pupils rose during the 2024/2025 academic year. The gap between Ever 6 FSM and non FSM pupils was reduced by 4%.
To close the gap between PP children and their peers in Writing	Maths attainment of disadvantaged pupils did not rise during the 2024/2025 academic year and the gap was not closed. In response, the school will be implementing a new maths approach that will increase the provision for all pupils.
To close the gap between PP children and their peers in passing the Year 1 Phonics check	There were no Pupil Premium funding eligible children that were due to sit this assessment during the 2024/2025 academic year.  100% of Pupil Premium funding eligible Year 2 pupils who did not meet the expected standard in Year 1 passed the check in 2024/2025.
To meet SEMH needs	33% of Pupil Premium eligible pupils received targeted SEMH support during the 2024/2025 academic year. This is compared to 8.6% of non-Pupil Premium eligible pupils.
To provide enrichment opportunities where appropriate	100% of Pupil Premium funding eligible pupils that required uniform support were provided with this during the 2024/2025 academic year.  91% of Pupil Premium funding eligible pupils were provided with school trip payment support during the 2024/2025 academic year.  25% of Pupil Premium funding eligible pupils attend a funded afterschool club.



## Externally provided programmes

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

Programme	Provider
N/A	