

# Felbridge Primary School

## Pupil Premium Strategy 2023 - 26

### October 2025

This statement details our school's intended and actual uses of pupil premium (PP) funding for the 2023 to 2026 academic years, to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in the current academic year and the effect that last year's spending of pupil premium had within our school.

## Part A: Pupil premium strategy plan

### School overview

Detail	Data
School name	Felbridge Primary School
Number of pupils in school	208
Number of pupils eligible for pupil premium	11
Proportion (%) of pupil premium eligible pupils	<b>9.1%</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emma Thorp
Pupil premium lead	Emma Thorp
Governor / Trustee lead	Matt Barcroft-Barnes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£25,355</b>

<b>Cohort information (2025 - 2026)</b>		
<b>Characteristic</b>	<b>Number in group</b>	<b>Percentage of group</b>
<b>Boys</b>	7	63.6%
<b>Girls</b>	4	36.4%
<b>SEN support</b>	3	27%
<b>EHC plan</b>	3	27%
<b>EAL</b>	0	0%
<b>GRT</b>	0	0%

### **Statement of Intent**

At Felbridge Primary School we have high aspirations and ambitions for all of our children and believe that every learner should be able to reach his/her full potential. We firmly believe that reaching that potential should not be dependent on external factors. Every child can, and should, succeed with exposure to high quality teaching across a broad and balanced curriculum which teaches the necessary skills and values for learning and life. However, our children in receipt of Pupil Premium funding may face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers. We aim to provide diverse support, appropriate to enable each and every child to succeed, from academic intervention to emotional support, access to enrichment opportunities and a rich and varied curriculum.

### **Our ultimate objectives:**

- 1. Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.**
- 2. For all disadvantaged pupils in school to make or exceed nationally expected progress rates in all areas.**
- 3. Support our children's health and wellbeing to enable them to access learning at an appropriate level.**
- 4. Remove any barriers to learning which might have been created by family circumstances and background.**

### **We aim to do this by:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- Recognising that not all pupils in receipt of Pupil Premium will be socially disadvantaged.

*We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*

Our pupil premium strategy supports pupils by developing high-quality teachers and teaching assistants. Research shows that quality first teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. We expose our disadvantaged pupils to wider experiences, both locally and beyond, helping to improve vocabulary and increase enrichment opportunities and cultural capital. Our approach is not 'one size fits all'; rather, we consider the individual needs of pupils to ensure that all pupils, including high attainers, are supported to make good progress.

Our strategy for 2023-2026 responds to the variety of needs amongst our children and takes into account their individual difficulties. As a small school, with relatively low numbers of Pupil Premium, we are able to truly act on the needs of each child. Whilst there are some common themes in terms of identified need, there are also more specific needs for individual children. As such, our planning for funding does change throughout the academic year as we respond to the needs arising.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils in the cycle of this strategy.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>SEMH (Social Emotional Mental Health) needs – specifically in relation to attachment issues and overall well-being.</b>
2	<b>Low attainment and slow progress rates made by pupil premium children in reading (including phonics) and writing. The children have gaps and misconceptions and can find it difficult to retain/recall prior knowledge.</b>
3	<b>Speech and Language difficulties: including problems with speech production and language acquisition – linked with limited life experiences and availability of quality texts in the home.</b>
4	<b>Access to a variety of extra-curricular enrichment activities.</b>

## 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
Children more emotionally resilient and able to tackle new challenges, both in their learning and wider life, with increasing confidence	<ul style="list-style-type: none"> <li>- Children access ELSA (<i>Emotional Literacy Support Assistant</i>) support in a timely fashion.</li> <li>- Class teachers dedicate time to really knowing the children in their class.</li> <li>- Access Early Help for families as appropriate.</li> <li>- Facilitate access to extra-curricular, wellbeing activities for children, including music and sports.</li> <li>- Nurture UK project up and running.</li> <li>- Nurture Hubs/break-out rooms set up within school</li> <li>- Early morning nurture group begins</li> </ul>
Children make at least expected progress from their own starting points in reading, writing and maths. For those children who have fallen behind their previous end of key stage attainment, to make accelerated progress and catch up or exceed prior attainment standards	<ul style="list-style-type: none"> <li>- All disadvantaged children make at least expected progress from previous summer 2 and ultimately from previous key stage results.</li> <li>- Children accessing and making progress in targeted interventions.</li> <li>- Impact of CPD for high-quality teaching evident.</li> <li>- Priority feedback and marking for PP children to support progress.</li> <li>- Class teachers and support staff support learning effectively –misconceptions addressed early.</li> <li>- Where appropriate, pupils will receive additional support and intervention to plug gaps, practise and consolidate key skills in reading and spelling. Interventions will be monitored, and impact measured.</li> <li>- Where appropriate, pupils will receive additional support and intervention to plug gaps, practise and consolidate key skills in mental and written arithmetic. Interventions will be monitored, and impact measured.</li> <li>- Workshops for parents, run by subject leaders, on how to support their children at home, with PP parents individually invited.</li> </ul>
Children make progress with their speech and language to improve phonics, reading and writing achievement	<ul style="list-style-type: none"> <li>- Prompt referral to Surrey SALT (<i>Speech and Language Therapy</i>) service.</li> <li>- Regular intervention, as per SALT recommendations, run by TA.</li> <li>- Children make progress against their specific SALT targets.</li> <li>- Children make progress in phonics, reading and writing, as a result of specific and targeted interventions.</li> <li>- Class teachers familiar with children's needs, model correct speech and language and seek support from the SENDCo, as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>- Access CPD from SALT or STIP on creating <i>communication-friendly</i> classrooms and impact evident.</li> <li>- Makaton introduced across school</li> </ul>
Children experience a broad and balanced curriculum with equal access to a variety of enrichment opportunities	<ul style="list-style-type: none"> <li>- Children access a range of extra-curricular opportunities, including academic, sporting and musical etc.</li> <li>- Children attend trips and residential visits.</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching

(for example, CPD, recruitment and retention)

**Budgeted cost: £6700**

Activity	Evidence that supports this approach	Challenge(s) addressed
Ongoing Quality First Teaching staff training (CPD)	Include a range of techniques identified under <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <ul style="list-style-type: none"> <li>- collaborative learning</li> <li>- monitoring of teaching and learning</li> <li>- high quality feedback</li> <li>- support &amp; challenge through individualised instruction</li> <li>- mastery learning</li> <li>- Rosenshine's principles – link to our teaching and learning policy</li> </ul>	2, 3
Training for TAs/teachers	<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> Evidence suggests effective working between teachers & TAs, as well as use for targeted interventions 1:1 and in small groups, have the greatest impact. Providing clear strategies to support TA work in class will give support and guidance toward achieving most effective use of TA class time.	2, 3
ELSA sessions, continuous training of ELSA & ongoing ELSA supervision Nurture group and use of Nurture Hubs	Alongside academic outcomes, S and E interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,4
Marking PP books and providing feedback for these children first	<b>EEF Teaching and Learning Toolkit:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2

## Targeted Academic Support

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

Budgeted cost: **£13,455**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>1:1 Intervention to include:</p> <ul style="list-style-type: none"> <li>- Focus on plugging gaps through intervention based on PP Targets</li> <li>- SALT intervention</li> <li>- Phonics and reading</li> </ul>	<p><b>EEF Teaching and Learning Toolkit</b></p> <p><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></p> <p>Interventions led by teaching assistants are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>2, 3</p>
<p>Strategies to support in class / small group interventions, including targeted phonics support for disadvantaged pupils who require further phonics support</p>	<p><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>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	<p>2,3</p>
<p>Formal assessments for children to identify best strategies for support in order for children to make best possible progress</p>	<p><b>British Dyslexia Association</b></p> <p><a href="https://www.bdadyslexia.org.uk/advice/adults/am-i-dyslexic/diagnosis#:~:text=The%20advantage%20of%20a%20formal,adjustments%20to%20accommodate%20your%20difficulties.">https://www.bdadyslexia.org.uk/advice/adults/am-i-dyslexic/diagnosis#:~:text=The%20advantage%20of%20a%20formal,adjustments%20to%20accommodate%20your%20difficulties.</a></p> <p>Dyslexia can only be formally identified through a Diagnostic Assessment carried out by a certified assessor. Assessments are not available through the NHS.</p> <p>The advantage of a formal diagnosis is that dyslexia is covered by the Equality Act 2010, this means that education institutions and the workplace have a duty to take this into account and therefore make reasonable adjustments to accommodate your difficulties.</p> <p>Many people also find it reassuring to have a formal diagnosis as it helps them to understand the reason behind their difficulties. A further benefit of a Diagnostic Assessment is that the final report details the strengths as well as the weaknesses of the individual and helps them to understand how to make the most of their abilities.</p>	<p>2</p>

## Wider Strategies

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

**Budgeted cost: £5,200**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge(s) addressed</b>
<i>Extra-curricular music lessons; access to sports, arts and music clubs</i>  <i>As identified individually.</i>	<p><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></p> <p>EEF: Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>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>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	1, 4
<i>Curriculum Enrichment funding for trips and residential</i>	EEF states that, where studies exist, there are positive impacts. However, studies are limited. Evidence from parents indicates that such experiences can bring lasting social and self-esteem benefits.	1, 4
<i>Parental Workshops to enhance home support</i>	<p>This includes opportunities to raise aspirations, help parents understand and feel involved in their children's learning. We will consider a variety of options to engage parents, including personal invites &amp; filming workshops for online viewing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4

**Total budget available: £25, 355**

## 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 2024-2025 academic year.

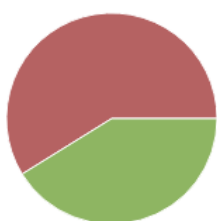
17 pupils were eligible for Pupil Premium in October 2024.

#### Demographics of Felbridge Primary School

2024-2025: 17 Pupils (who are pupil premium)

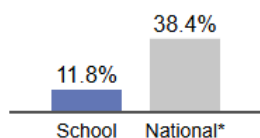
Print

##### Gender

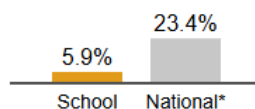


● 58.8% Boys  
● 41.2% Girls

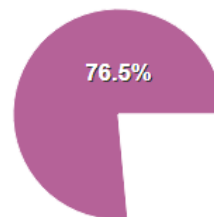
##### Minority Ethnic Background



##### EAL

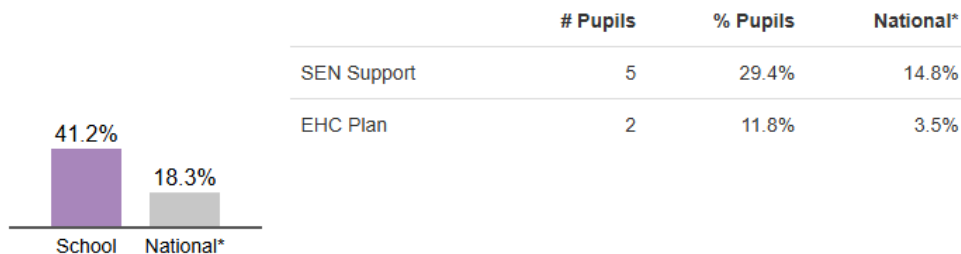


##### Homegrown Pupils

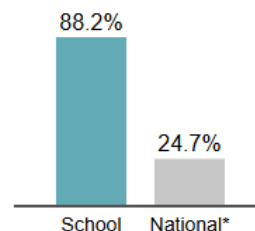


ⓘ Only includes pupils in Reception and above.

##### Pupils with SEND



##### Free School Meals



ⓘ Only includes pupils in Reception and above.

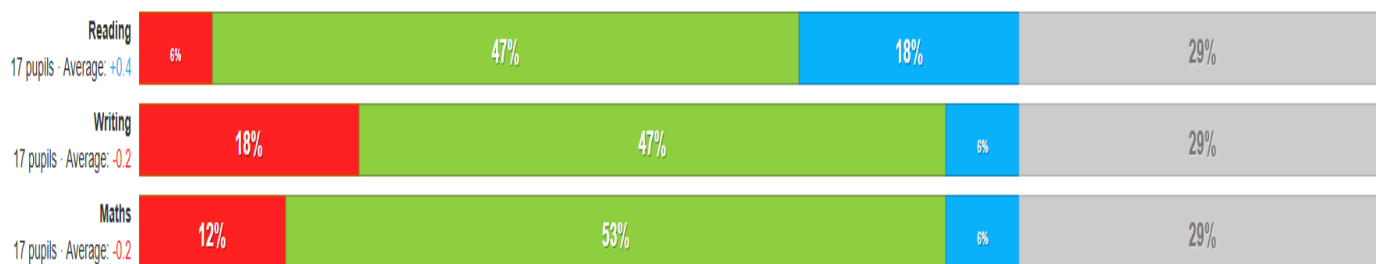
For the period 2024-2025, the majority of Pupil Premium pupils, for whom there was previous data in Years 1-6, made expected or better progress in reading, writing and maths. *It is worth noting that no previous data was available for 5 pupils in this cohort.* 5 of the 17 pupils met or exceeded age-related expectations (ARE) in reading and writing, and 8 pupils in maths. This reflects whole school trends with writing continuing to be an area for development and a main objective of this year's School Improvement Plan

## Progress data overview for pupil premium cohort

Progress Overview for Pupils (from 2024-2025) who are pupil premium – 2023-2024 Summer to 2024-2025 Summer Main Assessment



Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

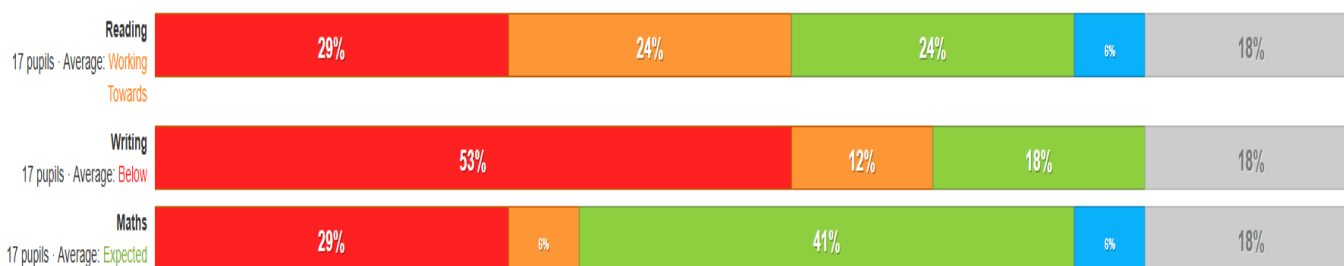


## Attainment data overview for pupil premium cohort

Attainment Overview for Pupils (from 2024-2025) who are pupil premium - 2024-2025 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



For those children working below ARE, or those making less than expected progress, for the previous academic year, interventions were (and continue to be) targeted in specific areas in order to narrow the gaps in key areas of the core subjects. We also responded to children's individual needs by seeking private assessments, through EPs and Dyslexia assessors, where we believed these specialist recommendations would have a positive impact on the child's attainment and progress.

For pupils where attainment remained consistently on track, the additional support provided by ELSA and extra-curricular activities enabled children to have priority access to a variety of physical and creative opportunities.

Overall attendance for the cohort was 85% which is below average. Within this group, there is one pupil who is often absent for medical reasons and one child who has ongoing home/family issues. This will be continually monitored and addressed during this academic year.

Observations and assessments show that behaviour has remained consistently good and wellbeing for the majority of the cohort is high. Three children joined in-year, some with specific needs which were targeted with individual support. One child required a full time EHCP which has been successfully applied for.

Teachers and senior leaders remained in contact with vulnerable parents. Individual catch-ups and phone calls have supported this work.

## Externally provided programmes

Programme	Provider
Music Lessons	GrooveLine
After school clubs, including pottery, gymnastics, dance, other sports	Various external providers

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Glossary

- **CLA:** 'Child Looked After' – sometimes referred to as LAC or Looked-After Child/ren
- **SalT:** Speech and Language Therapy or Therapist
- **PP:** Pupil premium
- **FSM** or **Ever6:** Children on Free School Meals, who then attract PP funding for 6 years regardless of whether they stay on Free School Meals.
- **CPD:** Continuing Professional Development
- **SEND:** Special Educational Needs and Disabilities (sometimes shortened to SEN)
- **EHCP:** Education & Health Care Plan (formerly called a 'statement')
- **ELSA:** Emotional Literacy Support Assistant – a person trained to provide emotional and social support skills to children. See also '**SEL**' – Social Emotional Literacy
- **EP:** Educational Psychologist
- **REMA:** Race Equality and Minority Achievement
- **EEF:** Educational Endowment Foundation – a charity undertaking research into the most effective teaching and support approaches for schools.
- **STIP:** Specialist Teachers for Inclusive Practice – a group of advisers from Surrey who visit schools to advise on behaviour support and adaptations to allow children with **SEND** needs to access learning and flourish.
- **TA:** Teaching Assistant (see also SNA – Special Needs Assistant)
- **SENCo/SENDCo:** Special Educational Needs (and Disabilities) Co-ordinator
- **NASSEA:** Northern Association of Support Services for Equality and Achievement – advice and expertise around EAL
- **EAL:** English as an Additional Language
- **HQT:** High-Quality Teaching – sometimes referred to as QFT – 'Quality-First' Teaching
- **Nessy:** a software program used for supporting children with dyslexia, reading and spelling needs.
- **ARE:** Age-Related Expectations