Edenbridge Primary School Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Edenbridge Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mary Gates, HT
Pupil premium lead	Ellie Hover, AHT
Governor / Trustee lead	David Sherhod, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£258,850

Part A: Pupil premium strategy plan

Statement of intent

At Edenbridge Primary School, we are determined that all our pupils, regardless of their background, receive a first class education that gives them the skills, resilience and confidence to build on their successes and make their way in the world.

We work with families and outside agencies to identify possible barriers and carefully plan how we can help minimise the impact of any obstacle in their path to achieving their potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Quality first teaching is paramount as we believe that this has the greatest impact. Good quality CPD and coaching for all teachers ensures a focus on improving outcomes for all pupils with additional support as appropriate. We have identified pupils to target to close the disadvantaged attainment gap and have regular meetings to review and focus on children's progress to ensure that effective strategies are being implemented.

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	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has been particular evident post lockdowns.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessments, observations and discussions have identified that the social and emotional wellbeing, confidence and resilience of some of our disadvantaged and vulnerable children and families has declined, in comparison to non-disadvantaged. This is particularly apparent since the pandemic and the current climate, resulting in an increased safeguarding need and providing appropriate support for children and adults including mental health, social and emotional needs.
5	Assessments, observations and discussions have identified that there is a correlation between pupils that are eligible for Pupil Premium and Special Educational Needs which impact on wellbeing and academic progress.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The attendance difference last year was 3.1% lower for disadvantaged pupils. Further work on this needs to be completed. 29.7% of those pupils who were 'persistently absent' were disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. However, this figure is lower than the previous academic year.
7	Some pupils have limited experiences beyond their home life and community enrichment opportunities in comparison to their non-disadvantaged 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
Children have access to suitable resources and opportunities to embed improved language skills	Consistency of resources used across EYFS/KS1. Continued use of Speech and Language Link assessments and resources to identify any difficulties and target these areas. All children to be screened using Language Link of entry to Reception. SENCO to work with Speech and Language Therapy Service to improve

	delivery of Speech and Language support in school. Children in EYFS develop strategies to be able to express their needs. Those who need additional support are supported beyond KS1. School to implement Blast intervention in Reception and KS1.
All pupils are equipped with good phonic knowledge and the skills to use this.	Little Wandle scheme is embedded and results of assessments and Year 1 phonics screening test show all pupils make progress and data targets are met. Little Wandle Rapid Catch up ensures that children in Key Stage 2 can decode fluently. Continue to use Lexia across KS2 to support those children who have found phonics challenging. PP children in Year 3 who did not pass their phonics screening use Lexia.
Raise attainment of pupils to reduce gap between PP (SEND and non-SEND) and non-PP (SEND and non-SEND) in reading and maths.	End of year internal data shows that disadvantaged children have made expected or more than expected progress. High quality interventions have a positive impact on learning and outcomes. At least 65% of children reach age related expectations at the end of KS2, with minimal difference between disadvantaged and non-disadvantaged cohorts. Children have key skills to prepare them for the transition for secondary school.

	Class context sheets used to identify barriers to learning and outline strategies to support these pupils.
Raise pupils' well-being and readiness to learn	Monitoring the impact of The Nest provision and SEMH interventions. Children have access to the support and provision needed and identification and referrals to external agencies are made as needed. Continue to offer a wider range of SEMH interventions through the use of the Family Liaison Officer, School Counsellor, Spurgeons and Emotional Wellbeing Team (NHS). Qualitative data from school counsellors, student voice, student and parent surveys, teacher observations show improved levels of wellbeing. School Counsellor to work with identified children.
Pupil to have attendance of at least 95%	Whole school attendance targets are met, with minimal different between disadvantaged and non-disadvantaged pupils. Decrease in persistent absence for all, with little/no difference between disadvantaged and non-disadvantaged children. Identified families working closely with the attendance officer and EWO to ensure high attendance.
All disadvantaged pupils have access to a range of extra-curricular activities and experiences.	Broaden opportunities to engage with school life through increased trips and clubs.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Implementing the wider CUSP curriculum from Year 1 – 6 with a focus on explicitly teaching new vocabulary.	Learning vocabulary underpins developing communication through speaking, listening, reading and writing. https://educationendowmentfoundation.org.uk/reading-house/vocabulary	1

Continued use Little Wandle 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 | Toolkit Strand | Education Endowment Foundation | EEF	2
Continue to ensure the successful delivery of the CUSP curriculum for reading across KS1 and KS2. Including new materials and resources linked to the scheme and a comprehensive training package for all new staff.	Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	3,5
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_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	3
One-to-one and small group tutoring sessions delivered by a qualified teacher for pupils in years 5 and 6 focusing on maths, reading and writing to commence	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 5

from November 2026, for four mornings a week.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted for disadvantaged pupils who require further phonics support across KS1 And KS2, using the Little Wandle catch up and keep up interventions.	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 up to 12 weeks (EEF Toolkit).	1, 2
Empower parents to support their children at home through revision resources	Revision guides and other resources provided for children to use as support at home Little Wandle phonics flashcards have been purchased and sent home to all new Reception families Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Small group and one-to-one interventions including the delivery of Language Link and Speech Link to support vocabulary and Language development Reading with bottom 20% of readers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

Deputy Headteacher to run additional Phonics groups in Year 1 Blast intervention purchased and intervention being delivered across Reception and KS1 Year 6 Easter school, booster sessions delivered by qualified teachers.		
Implement Lexia across the school following whole staff training to target those children in KS2 who are working significantly below in reading.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to have attendance of least 95% and are punctual. EWO Attendance Officer Attendance awards	Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6
To ensure disadvantaged pupils can access learning through Nurture training, nurture room	The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with	5, 7

and access to family worker X 1 Nurture Staff X 1 FLO	peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. What is nurture? | nurtureuk	
Children's emotional needs are met by weekly meetings with a counsellor	Both targeted interventions and universal approaches can have positive effects Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4,5,7
ELSA interventions to be delivered to children across the school by the family worker X 1 FLO	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
To ensure disadvantaged pupils have access to an extended curriculum through clubs and trips Community Christmas dinner	All children should have the opportunity to develop their interests through extra curricular clubs and residential trips or holiday clubs. Arts participation | EEF (educationendowmentfoundation.org.uk) Well-organised outdoor learning, offsite visits and Learning Outside the Classroom can have a powerful impact on young people's learning and development, and achieve a wide range of outcomes – including improvements to academic achievement, personal development and behaviour. 2 – Making the Case | (oeapng.info)	4,7
Improve the quality of social and emotional learning through supporting identified pupils with the nurture provision. SEMH approaches will be embedded into everyday practices, supported by training for staff. School Counsellor Nurture Intervention ELSA	There is extensive research associating childhood social and emotional skills with higher academic outcomes. https://files.eric.ed.gov/fulltext/ED612292.pdf	4, 5

Insight provision mapping to continue to support early intervention and referrals for disadvantaged pupils who also have SEND, mental health and attachment needs which impact on wellbeing and academic progress. Weekly Inclusion meetings with SENCO, PP lead, attendance officer and Head teacher to identify and support families and children and work to alleviate barriers to learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4, 5

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 2023 to 2024 academic year.

Little Wandle phonics continued and new staff received training on delivering this programme. The phonics results were as follows:
Year 1 – 79%
Year 2 – 88%
These results show that using the Little Wandle programme and resources has significantly benefitted our children and they are making good progress in phonics. Quality first teaching was supported through all teaching staff receiving CPD during weekly staff meetings and mentoring ECTS.
Improving children's reading including developing their love of reading was reflected in the following results:
Reception – 70% of all children achieved their Early Learning Goal in Reading. 50% of Pupil Premium children.
Year 1 – 60% of children at expected+
Year 2 – 77% of children at expected+
Year 3 – 66% of children at expected+
Year 4 – 50% of children at expected+
Year 5 – 58% of children at expected+
Year 6 –63% of children achieved the expected level

Improving children's rates of progress in maths.
Reception – 84% of all children achieved their Early Learning Goal in Maths. 69% of Pupil Premium children.
Year 1 – 60% of children at expected+
Year 2 – 81% of children at expected+
Year 3 – 63% of children at expected+
Year 4 – 50% of children at expected+
Year 5 – 59% of children at expected+
Year 6 – 69% of children achieved the expected level

50% of Pupil Premium children achieved the combined expected level in reading, writing and maths at the end of Key Stage Two.

The Educational trips lead by teachers that took place during the academic year were as follows:
Tilgate Zoo (Year R)
Edenbridge Museum (Year 1)
Wakehurst Place (Year 1)
Knole Park (Year 2)
Ashdown Forest (Year 3)
British Museum (Year 4)
Bluebell Railway (Year 4)
Science Observatory Herstmonceux (Year 5)

Hever Castle (Year 5)
Eastbourne Tennis (Year 5)
Carroty Wood (Years 4 and 5 Residential)
The Natural History Museum (Year 6)
Kent Life (Year 6)
Chessington (Year 6)
Isle of Wight (Year 6 Residential)
These trips have given our children a range of experiences to deepen their interest and knowledge of the wider curriculum.

Nurture
65% of the children accessing the Nurture provision were Pupil Premium children.

Weekly counselling took place for 12 Pupil Premium children, this was 80% of the children who accessed counselling.

Pupil Premium children had access to a variety of extended clubs including football, gymnastics and dance run by outside specialist providers. They have also had access to Rock Steady, choir and performing arts club.

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
Counselling	Julia Armitstead
Counselling	Spurgeons – Nicola Dalton

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)