

**Pupil Premium Strategy Statement**  
**Sedley's Church of England Primary School**  
**2023 - 2026**



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year, as part of a three-year strategy) funding to help improve the attainment and personal development of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the impact that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sedley's Church of England Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	16 (17%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026 (Year 3)
Statement authorised by	T. Handley
Pupil premium lead	T. Handley
Governor / Trustee lead	D McCarthy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,460

## Part A: Pupil premium strategy plan

### Statement of intent

*At Sedley's we aim for all our pupils to flourish, both academically and in their wellbeing. We also encourage our children to fulfil their potential in the wider community, realising their talents and abilities beyond the curriculum.*

*We want our children to live up to our school vision and live out 'Love to Learn, Learn to Love' daily, becoming confident in themselves and others. Our children, both disadvantaged and non-disadvantaged are in receipt of Quality First Teaching daily, with clear and robust assessment for learning in place in order for progress to be made by all. Our Pupil Premium strategy plan works towards ensuring that the daily diet for disadvantaged pupils is highly effective so that they can access learning and wider opportunities with appropriate support and challenge in every lesson across our curriculum.*

*Our key principles behind success for our disadvantaged pupils lie in developing and strengthening social and emotional skills along with wellbeing and enrichment, so that learning is memorable and allows children to flourish. We focus on individual ability, ensuring challenge and support for all both in the classroom and in regular one-to-one sessions with a teacher. We believe that this is the most effective way for children to, not only fill gaps, but learn new knowledge and apply this.*

*Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underpins success in school. We build strong home-school partnerships with our disadvantaged families and ensure we have regular meetings with them and external agencies, not only regarding attendance if it falls below where we want and need it to be, but also support and advice with 'help at home' ideas for how to maximise their child's potential.*

*At Sedley's we offer a range of extra-curricular and enrichment activities where we actively encourage our disadvantaged pupils to take part both in school and beyond, representing our school at sporting, musical and artistic events on a local and national scale. As a school, it is our ambition to ensure that children that are economically disadvantaged are not precluded from the full range of experiences that every child should be exposed to. We want our children to be ambitious and feel part of the wider school community, enabling better mental-health and wellbeing.*

*Sedley's CEP is committed to ensuring disadvantaged pupils develop strong spoken language and communication skills so they can thrive academically, socially, and emotionally. Our aim is that all disadvantaged pupils communicate confidently across a range of contexts, use talk to support thinking, vocabulary development, reading comprehension, and writing, and take part fully in classroom dialogue and collaborative learning. We also want pupils to build confidence, social capital, and cultural capital through structured chances to speak, perform, and lead, helping them find their "spoken voice" alongside their "written voice."*

*Guided by EEF evidence that high-quality talk improves cognition, vocabulary, reading, and long-term attainment, our oracy approach prioritises high-quality teaching, carefully structured interventions, and wider speaking opportunities. This is underpinned by consistent whole-school expectations and routines, explicit vocabulary and speaking instruction, ongoing professional development for staff, targeted support for pupils with speech, language and communication delays, and enrichment or leadership experiences that allow disadvantaged pupils to practise oracy in meaningful, real-world contexts.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and punctuality</b> - some of our most vulnerable pupils' attendance has declined and the persistent absence for this group, although improving, is still a concern. We aspire to fully engage our families to ensure they value attendance at increase their engagement.
2	<b>Emotional wellbeing</b> – as well as the aftermath of the Pandemic, and the current Cost of Living crisis, some of our families continue to face challenges in their lives; this includes financial and mental health. These challenges are faced both directly and indirectly. Disadvantaged children in our setting find it challenging to articulate and deal with their emotions and school is a safe setting in which they can do so. Many vulnerable pupils also need emotional support within the learning environment eg dealing with challenge, social interaction etc.
3	Disadvantaged pupils enter school with <b>underdeveloped speech, language and communication skills</b> and more limited exposure to language-rich interactions and cultural experiences, which can lead to weaker vocabulary, oral and written expression, reduced phonological awareness and early reading comprehension. This is often compounded by low confidence or anxiety around speaking and fewer opportunities to practise formal talk or leadership, alongside variable staff expertise in consistently delivering high-quality, structured classroom talk and oracy routines.
4	<b>Limited support from home with learning</b> – our disadvantaged pupils sometimes do not have access to extra learning resources at home and the right type of regular support.
5	<b>Limited experiences outside school</b> – we need to improve the wider opportunities for disadvantaged pupils beyond their immediate location. This will help them develop their confidence as a result of engaging in activities.

## 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
<p>To reduce persistent absence in disadvantaged pupils. From 2022-2023 the Persistent Absence (PA) rate amongst disadvantaged pupils was 50%.</p> <p>Improve attendance for disadvantaged pupils (Last year: 92%).</p> <p>Signposting to outside agencies eg Early Help is in place to support vulnerable families with attendance.</p>	<p>PA rate for Disadvantaged pupils to be 6% below national by July '25 and fall further subsequent years. (8.5%)</p> <p>Attendance of disadvantaged to be 94% by July '25 and increase in subsequent years.</p> <p>Attendance is tracked and monitored regularly by SLT.</p> <p>Penalty Notices are made where appropriate to PIAS.</p> <p>x3 yearly meetings to support parents and their children's attendance.</p>
<p>Continue supporting the emotional wellbeing of disadvantaged children across the school; leading to increased focus and accessible learning.</p> <p>Ensure Behaviour for Learning of disadvantaged pupils is positive and children are continuously fully engaged in their learning.</p>	<p>High levels of engagement are evident in lessons, and all learning.</p> <p>Vulnerable pupils are receiving support from a range of internal and external agencies.</p> <p>Regular check-ins with consistent staff members are taking place to ensure pupils are on track and happy in school.</p> <p>Children are given the time they need via a range of strategies to develop their emotional intelligence.</p> <p>Daily emotional wellbeing checks using Zones of Regulation.</p> <p>Wellbeing Leads supporting Mental Health leads.</p> <p>Children have access to draw and talk therapy weekly where necessary.</p> <p>Pupil surveys indicate that there is high wellbeing and engagement amongst disadvantaged pupils.</p>
<p>Continue to develop parental engagement, both to support the progress of disadvantaged children and within other opportunities.</p>	<p>Regular parent workshops are in place to support children's learning at home.</p> <p>Parents are attending events in increasing numbers eg workshops.</p> <p>Parents of disadvantaged pupils are supported and signposted to relevant agencies through key members of staff.</p>

	<p>All staff are invested in establishing positive relationships with all parents.</p> <p>Staff are in regular contact with parents.</p>
Disadvantaged pupils will engage in and experience activities outside of the classroom that are not necessarily easily accessible to them.	<p>Disadvantaged children will be tracked ensuring attendance for all at least one sporting, musical or artistic event, representing the school.</p> <p>Disadvantaged children are represented in class ambassador roles.</p> <p>Parents are supported to encourage their children to take part in a range of enrichment activities.</p> <p>Financial support is offered in order to ensure children can take part in enrichment activities, including Y6 residential.</p>
Disadvantaged pupils are thoroughly and effectively supported through adaptation, resources, level of adult support and assessment.	<p>TAs are effectively deployed in order to maximise impact and support progress.</p> <p>TAs are fully aware of effective assessment for learning strategies in order to move children on in their learning, plugging gaps and challenging.</p> <p>Learning walks will show that staff are supporting pupils effectively through Quality First Teaching and Kent Mainstream Core Standards interventions.</p>
Disadvantaged children are consistently challenged in the classroom through a variety of strategies.	<p>Consistent variation and adaptation is evident in all of their learning.</p> <p>Disadvantaged books reflect challenge where necessary.</p> <p>Disadvantaged children make EXP/EXP+ progress across the year.</p> <p>Disadvantaged children are flourishing in all areas across the curriculum.</p>
Disadvantaged pupils develop stronger spoken language, vocabulary and early communication foundations that support reading and writing.	<p>Formative assessment (e.g., oracy/vocabulary rubrics, EYFS/KS1 language tracking) shows clear improvement in vocabulary breadth, sentence construction, and communication skills, with fewer pupils requiring SLCN support at transition points.</p> <p>Disadvantaged pupils demonstrate stronger outcomes in early reading/phonics and reading comprehension across key stages.</p>
Target Disadvantaged pupils participate confidently in high-quality classroom talk and benefit from consistent oracy teaching and wider speaking opportunities.	<p>Lesson observation/learning walks and pupil voice show disadvantaged pupils contributing more frequently and confidently in structured talk, discussion and dialogic teaching routines.</p> <p>High and sustained participation of disadvantaged pupils in enrichment and leadership oracy opportunities (e.g., debates, performances, presentations, clubs), alongside improved sense of belonging and cultural capital.</p>

## 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)

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Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs are effectively deployed to support Disadvantaged Pupils	EEF research shows + 4 months (moderate impact). Research shows that HOW they are deployed is key to success.	5
Embedding Formative Assessment	The feedback research from the EEF shows a very high impact for a very low cost, based on research.	3
Continue to embed Kagan to develop collaboration and communication.	There is strong evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.	3
Quality first teaching is robust across the curriculum across the school as a result of effective staff development opportunities.	Quality First Teaching is paramount for supporting learning and progress, ensuring clear progression rather than disjointed approach. EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	5
Training and resources for new phonics scheme - Little Wandle	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds ( <i>EEF – Phonics</i> )	4
Language Link	Oral language skills groups provide up to + 6 months impact	3
Implement a Trust-wide Oracy Framework with clear progression, shared talk protocols, and consistent classroom routines	EEF evidence shows that high-quality, structured classroom talk and explicit vocabulary teaching can add around six months' progress for disadvantaged pupils, and that embedding these routines through consistent frameworks and instructional coaching is an	2 - 5

	effective way to improve teaching practice and pupil outcomes at scale	
EEF projects: Curriculum development & Supporting disadvantaged.	Leadership to develop the capacity of supporting inclusion.	All 1-5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intervention, catch up on the day every day, use of surgery to support addressing gaps in learning, use of feedback	Research shows that targeted deployment has a higher impact than generalised support. (+4 months)  Feedback shows very high impact at very low cost according to research (+6 months)	5
Mentoring for vulnerable pupils by SLT and MLT.	Moderate impact for moderate cost (+ 4 months).	5
Provide structured, evidence-based oracy and language interventions (e.g., NELI, Talk Boost, WellComm),	EEF evidence shows targeted oral-language programmes (including NELI) improve young children's vocabulary and listening by around 3–4 months, and wider oral-language interventions alongside small-group/1:1 support add meaningful progress for disadvantaged pupils.	3

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

<b>Budgeted cost:</b> Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional workshops and enrichment activities – access and attendance at these.	Research identifies the importance of aspiration interventions.	4



SLT and office manager to work collaboratively on challenging persistent absence	'Parental engagement has a positive impact on average of 4 months' additional progress.' <i>EEF – parental engagement toolkit</i>	1
Arts and performance activities build communication skills and confidence and are particularly valuable for ensuring disadvantaged pupils access rich experiences, while parental engagement and home-learning workshops improve academic outcomes.	On average by about four months; prioritising PP pupils for authentic speaking, leadership and cultural enrichment therefore strengthens oracy, belonging, and cultural capital.	5

**Total budgeted cost: £ 19,460**

## Part B: Review of outcomes 2024/25 year

This details the impact that our pupil premium activity had on pupils last academic year, Year 2 of our three-year strategy.

### Context: Disadvantaged cohort and progress measures

- At the end of KS2 (Y6), there were 3 disadvantaged pupils in the cohort.
- ASP displays disadvantaged progress as 0 / not calculated because there is no valid prior-attainment baseline to generate progress measures (e.g., missing/invalid KS1 data).
- Therefore, progress scores and progress gaps cannot be used this year for disadvantaged pupils, and evaluation must focus on attainment, scaled scores where available, pupil-level trajectories, and wider evidence.

We are therefore evaluating impact in a small cohort with attainment evidence but no formal progress baselines, so conclusions are drawn from KS2 outcomes, earlier statutory checks and internal tracking over time.

### Disadvantaged pupils: positive performance against all measures where data exists

#### Phonics (Year 1) - Disadvantaged pupils performed **exceptionally strongly**:

- **100% of disadvantaged pupils met the expected standard** in the Year 1 phonics screening check (2 pupils), compared with **67% nationally for disadvantaged** and **80% nationally overall**.
- Disadvantaged pupils also achieved a strong **average mark of 38**, above the national disadvantaged benchmark shown in ASP (national all-pupil average mark 33).

**What this shows:** disadvantaged pupils are keeping pace with, and in this measure exceeding, national expectations. Early reading and decoding support appears to be working particularly well for pupils eligible for PP.

#### Phonics (Year 2 re-check)

- **100% of disadvantaged pupils passed the Year 2 phonics re-check** (1 pupil).

**What this shows:** where disadvantaged pupils need additional time, the school's catch-up systems are effective and lead to full success by Y2.

**Why this matters for KS2:** strong decoding foundations for disadvantaged pupils typically translate into stronger reading comprehension and curriculum access. The sustained phonics success suggests that disadvantaged pupils have had secure early reading pathways.

#### KS2 attainment (3 disadvantaged pupils)

Even without progress baselines, the KS2 picture for disadvantaged pupils is positive when viewed through attainment and the strength of outcomes in the cohort overall:

- Whole-cohort outcomes are **above national in reading, maths, GPS and science**, and **combined is above national**, indicating a strong end-of-key-stage offer.
- In a cohort this small, disadvantaged pupils are part of that high-performing outcome set, and **the attainment profile indicates that disadvantaged pupils are benefiting from the same effective quality-first teaching and intervention model as their peers**.

With no valid KS1 baseline, formal disadvantaged progress measures are not available in ASP. However, disadvantaged pupils formed half of the KS2 cohort (3 pupils) and achieved within a generally strong attainment picture at the end of KS2, supported by consistently above-national outcomes across the wider cohort.

#### **Combined outcomes and curriculum access**

- The school's **combined attainment is above national**, which is a key indicator of disadvantaged pupils' success because it reflects performance across reading, writing and maths simultaneously.
- In a small cohort, achieving combined outcomes depends heavily on the **most vulnerable pupils being well supported**; the combined strength therefore suggests that disadvantaged pupils were not left behind.

#### **Improvements over time**

**Because progress scores aren't available, improvement over time is evidenced through:**

- Sustained **early reading** success (Y1 phonics and Y2 re-check both at 100% for disadvantaged pupils).
- Internal tracking and intervention impact through KS2 showing disadvantaged pupils maintaining or improving attainment as they moved through the school.
- Small-cohort consistency: disadvantaged pupils remained successfully included within a high-attainment cohort at KS2, showing that barriers associated with disadvantage are being addressed effectively over time.

#### **Where more can be done (next steps for PP)**

##### **1) Writing attainment (see 180 day plan)**

Writing is the **main relative weakness** in the end-of-KS2 profile (whole-school below national at EXS+).

**PP priority:** sharper disadvantaged writing pathways:

- more frequent moderated writing checkpoints,
- pre-teaching of vocabulary/oracy for disadvantaged writers,
- targeted feedback cycles to secure technical accuracy and stamina.

### Higher standard / greater depth

Higher standard outcomes are slightly below national in combined, even though other areas are strong.

**PP priority:** ensure disadvantaged pupils with higher prior attainment are **systematically stretched**, not just supported:

- explicit “stretch” groups,
- increased exposure to high-level reading inference and multi-step reasoning,
- enrichment that builds cultural capital for depth.

### Evidence in very small cohorts

With only 3 disadvantaged pupils, national datasets can’t always tell the full story.

**PP priority:** keep a robust evaluation trail:

- pupil-level starting points → termly milestones → intervention impact → end outcomes,
- include 2–3 short disadvantaged case studies in the next PP strategy as evidence of sustained improvement.

### Outcomes Summary

Disadvantaged pupils were a notable part of our small KS2 cohort. They achieved a strong end-of-key-stage attainment picture.

Early reading is a clear strength: 100% of disadvantaged pupils met the phonics standard in Y1 and in the Y2 re-check, showing effective support and catch-up over time.

KS2 results indicate disadvantaged pupils are benefiting from a strong universal offer with outcomes above national in key areas. Next steps are to raise writing, increase higher-standard attainment, and keep tight pupil-level evaluation in such small cohorts.

### Attendance Summary

- Disadvantaged pupils’ attendance is improving year on year and now sits above national FSM6, suggesting PP-funded actions (mentoring/nurture, rapid first-day response, family support, targeted early help, breakfast/soft-start provision and incentives) are reducing barriers and improving regular attendance.
- Whole-school attendance remains strong and above national, showing an embedded culture that FSM6 pupils are increasingly accessing.

### Persistent absence (PA)

- The direction of travel is strongly positive for disadvantaged pupils: FSM6 PA has more than halved since 2022/23, and overall FSM6 attendance continues to rise.

- This indicates PP-funded work is successfully removing barriers for the highest-need disadvantaged pupils, moving a substantial number out of persistent absence.
- FSM6 PA is now close to national, whereas it was well above national two years ago

#### Behaviour

- Disadvantaged pupils are consistently less likely to be suspended than disadvantaged pupils nationally, across three years.
- This supports a strong judgement that PP-funded inclusion and regulation approaches are preventing escalation into suspension for disadvantaged pupils.

## 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
Times Tables Rockstars	Maths Circle Ltd
Embedding Formative Assessment	SSAT
Language Link	Speech Link Multimedia Limited
Little Wandle Letters and Sounds Revised	IDL
FFT Aspire	Fischer Family Trust
PiXL	Rising Stars UK

## 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