



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	Ulcombe Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-27/ 2027-2028/2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Emma Hickling
Pupil premium lead	Olenka Parsons
Governor / Trustee lead	Ian Game

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,884.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous	£ 0

years (enter £0 if not applicable)	
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	£ N/A

Pupil premium strategy plan

Statement of intent

At Ulcombe CEP School, we believe that every child, regardless of background or circumstance, should have the opportunity to achieve highly, develop their individual strengths and thrive as a confident, successful learner.

A significant proportion of our pupils (61%) are eligible for Pupil Premium funding. We recognise that disadvantage is not defined by financial circumstances alone. It can arise from a range of barriers, including gaps in prior learning, attendance, social and emotional needs, language and communication, access to wider experiences, and other factors that may affect a child's ability to engage fully in school life and learning.

Our ambition is therefore not simply to close an attainment gap, but to remove barriers to learning and improve the educational experiences, progress, attainment and wider outcomes of disadvantaged pupils. We aim to ensure that disadvantage does not become a barrier to success and that every pupil is supported to reach their full potential.

We use Pupil Premium funding strategically, based on the needs of our pupils and the barriers they experience. We do not allocate funding as an individual budget for each eligible pupil. Instead, we identify the barriers that are most likely to affect our pupils and invest in approaches that will have the greatest impact. This may include whole-school provision, targeted academic support, individual intervention and support for wider needs.

Our approach is underpinned by three key principles:

1. High-quality teaching for every pupil

We recognise that excellent classroom teaching is the most important factor in improving outcomes for disadvantaged pupils. We therefore prioritise high expectations, ambitious curriculum provision, effective assessment and responsive teaching that enables all pupils to know more, remember more and achieve well. Teaching is adapted where appropriate to ensure that individual needs are understood and addressed.

2. Targeted academic support

Where pupils require additional support, we provide evidence-informed interventions designed to address specific gaps in knowledge, skills, confidence or learning behaviours. We use assessment carefully to identify need, monitor progress and evaluate the impact of support, ensuring that interventions are timely, purposeful and proportionate.

3. Wider strategies to remove barriers to learning

We recognise that academic success is closely connected to pupils' wider experiences. We therefore use Pupil Premium funding, where appropriate, to address barriers such as attendance

and punctuality, social and emotional wellbeing, behaviour, access to enrichment and cultural experiences, and engagement with school and learning. We work closely with families and relevant professionals to provide a joined-up approach to support.

Our Pupil Premium strategy is rooted in the belief that equity does not mean treating every child in exactly the same way; it means providing each child with the support they need to succeed. We maintain high expectations for disadvantaged pupils and avoid assumptions about what they can achieve based on their background or circumstances.

We will continually review the impact of our provision through assessment, pupil progress information, attendance data, staff feedback and the views of pupils and families. This enables us to identify what is working, respond to emerging needs and ensure that Pupil Premium funding is used effectively and sustainably.

Ultimately, our intention is that disadvantaged pupils at Ulcombe CEP School achieve well academically, attend regularly, feel safe and valued, develop positive attitudes to learning, participate fully in school life and leave us equipped to succeed in their next stage of education and beyond.

Statement of Implementation

At Ulcombe CEP School, we recognise that effective use of Pupil Premium funding depends not only on identifying the right priorities, but on implementing approaches consistently, thoughtfully and with a clear focus on impact. We therefore take a strategic, evidence-informed approach to implementation, selecting a small number of priorities where we believe our actions can make the greatest difference to disadvantaged pupils.

Our implementation is informed by the EEF's three-tiered approach of high-quality teaching, targeted academic support and wider strategies, alongside our own knowledge of our pupils, families and community. We use assessment, attendance information, pupil progress data, staff knowledge and pupil and family voice to identify barriers and determine where support is most needed.

We will:

- Identify the barriers and priorities that are most relevant to disadvantaged pupils at Ulcombe CEP School, using a range of reliable evidence and professional knowledge.
- Select evidence-informed approaches that have a clear rationale and are appropriate to the needs and context of our pupils.
- Consider the fit and feasibility of each approach, ensuring that proposed strategies are realistic, sustainable and aligned with our curriculum, existing provision and wider school priorities.
- Plan carefully before implementation, establishing clear intended outcomes, success criteria, responsibilities, timescales and measures of impact.
- Ensure staff have the knowledge, skills and resources required to implement strategies effectively, with appropriate training, guidance and ongoing support.
- Build implementation into everyday school practice, rather than relying on short-term or isolated interventions. Where appropriate, approaches will be embedded through our curriculum, classroom practice, pastoral systems and wider school provision.
- Use a flexible and responsive approach, adapting provision where evidence shows that pupils' needs have changed or an approach is not having the intended impact.

- Monitor implementation as well as outcomes, ensuring that agreed strategies are being delivered consistently and that staff are supported to address any challenges that arise.
- Evaluate impact regularly, using pupil progress, attainment, attendance, engagement, behaviour, wellbeing and other relevant measures to determine whether provision is making a meaningful difference.
- Learn from our experience, identifying which approaches have been successful and using this learning to inform future Pupil Premium planning and resource allocation.
- Discontinue, refine or replace approaches where evidence demonstrates that they are not achieving the intended outcomes.
- Work in partnership with pupils, families, staff and external agencies, where appropriate, recognising that removing barriers to achievement is most effective when support is joined up.
- Consider sustainability from the outset, ensuring that successful approaches can become part of effective school practice and continue to benefit pupils beyond the period of individual funding.

We understand that implementation is an ongoing process rather than a one-off event. We therefore follow a cycle of identify, plan, implement, monitor, evaluate and refine. The impact of our Pupil Premium strategy is reviewed regularly by school leaders and governors. This enables us to respond to emerging needs, celebrate effective practice and make informed decisions about the use of funding.

Our aim is to ensure that Pupil Premium funding is used purposefully, transparently and effectively, with every investment linked to an identified barrier or need and ultimately to improved outcomes and opportunities for disadvantaged pupils.

Statement of Review

At Ulcombe CEP School, we recognise that an effective Pupil Premium strategy must be responsive to the changing needs of our pupils and informed by evidence of what is making a difference. We therefore use a cycle of regular monitoring, evaluation and reflection to ensure that our Pupil Premium provision remains focused on improving outcomes and removing barriers for disadvantaged pupils.

Pupil Premium provision and the progress of disadvantaged pupils are an integral part of our wider school improvement planning. The impact of our strategy is monitored throughout the year rather than being considered solely at the end of the academic year.

We will:

- Monitor the progress and attainment of disadvantaged pupils through our termly assessment and pupil progress meetings, identifying gaps and emerging needs at an early stage.
- Review the impact of targeted provision regularly, using appropriate evidence to establish whether interventions and wider strategies are achieving their intended outcomes.
- Consider a range of measures, including attainment and progress, attendance and punctuality, behaviour, engagement, wellbeing and participation in wider school opportunities, where relevant to the intended outcome.
- Evaluate both implementation and impact, considering not only whether an intervention has been delivered as planned, but whether it is making a meaningful difference to pupils.

- Use pupil, parent and staff voice, where appropriate, alongside quantitative evidence, to develop a fuller understanding of the impact of our provision.
- Adapt provision in response to evidence, expanding successful approaches, refining those that require adjustment and ceasing approaches where there is insufficient evidence of impact.
- Ensure disadvantaged pupils remain a standing consideration within leadership, pupil progress and relevant curriculum discussions, so that their needs continue to inform whole-school decision-making.
- Report progress and impact to governors, ensuring appropriate challenge, oversight and accountability for the use of Pupil Premium funding.
- Review the strategy annually through a light-touch process, allowing us to retain effective approaches while responding to changes in pupil need, school priorities, staffing, national guidance and emerging evidence.
- Undertake a more comprehensive review at the end of the three-year strategy, drawing on the evidence and lessons learned throughout its implementation to inform the development of the next strategy.

Our three-year strategy provides continuity and allows sufficient time for approaches to become embedded and for their impact to be evaluated meaningfully. The annual review process ensures that this longer-term approach remains responsive rather than fixed.

The Executive Headteacher, working with school leaders and governors, is responsible for ensuring that the Pupil Premium strategy remains active, appropriately evaluated and aligned with the needs and priorities of Ulcombe CEP School.

Ultimately, our review process is designed to ensure that Pupil Premium funding is used where it can make the greatest difference, that successful practice is sustained and that we continually learn and improve our approach to supporting disadvantaged pupils.

Challenges

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

Challenge Number	Detail of challenge
1	Attendance and persistent absence - Some disadvantaged pupils, including pupils from highly mobile families, experience interrupted attendance or periods of absence. This can reduce continuity of learning and make it more difficult to maintain progress over time.
2	Gaps in prior learning – Some disadvantaged pupils enter school with gaps in foundational knowledge, particularly in reading, writing and mathematics. These gaps can become more significant if pupils have experienced interrupted or inconsistent access to education.

3	Access to and engagement with the curriculum – Differences in prior educational experiences, attendance and familiarity with school routines can affect pupils' confidence, engagement and ability to access the full curriculum.
4	Reading and language development – Some disadvantaged pupils require additional support to develop vocabulary, reading fluency, comprehension and confidence. Limited opportunities to experience a wide range of texts, language and cultural experiences outside school may contribute to this.
5	Social and emotional wellbeing – Some pupils experience circumstances that can affect their emotional wellbeing, relationships, self-regulation and readiness to learn. This can have an impact on engagement, behaviour and academic progress.
6	Parental engagement and continuity of learning – Mobility, family circumstances and differing experiences of education can sometimes make consistent communication and engagement with school more challenging. This can affect the ability to maintain learning routines and support learning beyond the classroom.

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
To ensure all pupils, who are working within their given key stage make at least expected progress over the key stage in reading, writing and maths	Termly pupil progress reviews; statutory assessment data; internal assessment data; comparison of progress with previous cohorts and national benchmarks where appropriate.
To ensure learning activities are sufficiently adapted to allow those children with SEN or other disadvantaged (eg. high absence from being GRT) to make progress from their starting points	Termly pupil progress reviews; statutory assessment data; internal assessment data; comparison of progress with previous cohorts and national benchmarks where appropriate.
The attainment gap between disadvantaged and non-disadvantaged pupils is reduced, particularly in reading, writing and maths.	End of key stage outcomes; phonics screening; reading, writing and mathematics assessments; analysis of the disadvantaged/non-disadvantaged gap over the three year period.

Disadvantaged pupils develop strong reading skills and a love of reading, enabling them to access the wider curriculum with increasing independence.	Phonics and reading assessment data; reading fluency and comprehension measures; reading ages where appropriate; pupil voice; reading engagement and participation data.
Attendance for disadvantaged pupils improves, with persistent absence reduced.	Whole-school attendance data analysed by pupil group; persistent absence figures; individual attendance monitoring; comparison with previous years and national data where appropriate.
Pupils experiencing mobility or interrupted education settle quickly into school and make sustained progress.	Admission and transition records; baseline assessments following admission; attendance and engagement data; pupil progress meetings; monitoring of progress following transition.
Barriers relating to wellbeing, behaviour and self-regulation are identified early and appropriate support is provided.	Pastoral records; behaviour incidents; attendance and punctuality; pupil and staff voice; records of support and review of individual outcomes.
Disadvantaged pupils have equitable access to enrichment, cultural experiences and wider opportunities.	Participation records for educational visits, clubs, enrichment and extra-curricular activities; analysis of participation by pupil group; pupil voice.
Parents and carers of disadvantaged pupils are increasingly engaged as partners in supporting attendance, learning and wellbeing.	Attendance at parent meetings and school events; engagement with targeted support; communication records; parent voice and feedback.

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*)

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Additional resources in maths	EEF - high impact, low cost	1, 2, 3
Social and Emotional wellbeing - Nurture provision and resources	EEF - moderate impact, low cost	1, 3, 5
Write Dance Programme	EEF - low cost, Moderate impact	1, 2, 3, 4
One to One tuition	EEF - moderate impact, moderate cost	1, 2, 3, 4

Oral language interventions	EEF - high impact, very low cost	1, 2, 3, 4
Reading comprehension strategies	EEF - High impact, very low cost	1, 2, 3, 4
Small group tuition	EEF - moderate impact, low cost	1, 2, 3, 4
Feedback - live and verbal feedback	EEF - moderate impact, low cost	2, 3, 4, 5

Budgeted cost: £30,000

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Write Dance Programme	EEF - low cost, Moderate impact	1, 2, 3, 4
One to One tuition	EEF - moderate impact, moderate cost	1, 2, 3, 4
Oral language interventions	EEF - high impact, very low cost	1, 2, 3, 4
Reading comprehension strategies	EEF - High impact, very low cost	1, 2, 3, 4
Small group tuition	EEF - moderate impact, low cost	1, 2, 3, 4
Drawing Club	EEF - low cost, Moderate impact	1, 2, 3, 4
Literacy Tree	EEF - low cost, Moderate impact	1, 2, 3, 4

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Social and Emotional wellbeing - Nurture provision and resources	EEF - moderate impact, low cost	1, 4, 5
Parental Engagement - parent workshops, providing activities or resources to enrich the home learning environment, home-reading scheme	EEF - moderate impact, very low cost	1, 4, 6
Outdoor/active learning in maths and English to reinforce concepts	EEF - moderate cost	3, 4, 5, 6
Subsidies towards uniform, morning	EEF - moderate impact, low cost	1, 5, 6

snack, trips and activities		
-----------------------------	--	--

Total budgeted cost: £51,000

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 2025 to 2026 academic year.

There are no KS1 outcomes as these were no longer statutory in 2024

KS2 outcomes

Pupils 6 <u>Reading</u> Exp+ 16% GDS 0% <u>Writing</u> Exp+ 33% GDS 0% <u>GPS</u> Exp+ 16% GDS 0% <u>Maths</u> Exp+ 33% GDS 0% <u>Combined</u> R/W/M exp+ 16% GDS 0%
Pupils 5 R - 1/5 - 20% W - 1/5 - 20% GPS - 0/5 M - 2/5 - 40%

Externally provided programmes

Programme	Provider
Active Maths and English	Teach Active
Literacy Tree	
Write Dance	
Colourful Semantics	

RWI	
White Rose Maths	
Drawing Club	