

# Pupil premium strategy statement 2025/26

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	Garlinge Primary School and Nursery
Number of pupils in school	724 (including 24 nursery pupils)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023/2024 to 2025/2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	James Williams Executive Headteacher
Pupil premium lead	Stephen Cope Head of School
Governor / Trustee lead	Martina Graham Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£487,830
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	£487,830

# Part A: Pupil premium strategy plan

## Statement of intent

Garlinge Primary School and Nursery is committed to ensuring that all children have equal life chances. We recognise that many children come to us from low socio-economic backgrounds (ranked 30<sup>th</sup> most deprived school in Kent (460) based on the index of multiple deprivation) and we are dedicated to ensuring that this is never a barrier to learning. We have the highest aspirations of ALL children and use the Pupil Premium effectively to ensure that disadvantaged children receive the same entitlement as their non-disadvantaged peers.

These are our key principles for diminishing the difference between disadvantaged and non-disadvantaged children:

1. Achievement gaps between any groups in any subject are viewed as symptoms, rather than problems themselves. We constantly strive to improve teaching for all.
2. We know the specific barriers of our disadvantaged children and plan to overcome these accordingly.
3. We remember that 'limited experience' is not the same as 'low ability'. We invest heavily in Early Years, and the transition into Year 1 and Year 2, to give the children as many experiences as possible. All members of staff have high expectations from the very beginning.
4. We instil a love of learning and give children the confidence to do it. We provide a broad and balanced curriculum with particular investment in the Arts and Sport to develop confidence and build cultural capital.
5. Our children learn most when they are in the classroom with the most qualified adults. External interventions are used with caution and only when needs cannot be met within the classroom.
6. Teaching and Learning always comes first. Teachers have ownership of their practice and every member of the school is part of a professional learning community, constantly seeking to improve.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and PSED in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
2	Some pupils eligible for PP have lower attainment than non-PP children nationally in reading, writing and maths.
3	Children with poor SEMH. This slows progress and attainment in all subject areas.
4	Children have limited home experiences and resources(e.g. books) or have financial restraints leading to non participation. Poor parental engagement. Some pupil premium children do not receive support at home.

5	Attendance rates for pupils eligible for PP are below the target for all children. This reduces their school hours and can cause them to fall behind.
6	Poor parental engagement. This reduces the amount of support children receive at home
7	Poor lifestyle choices, such as poor diet, inactivity and health

## 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 oral language skills and PSED for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations.
Pupils eligible for PP will have similar attainment to non-PP children nationally in reading, writing and maths	Pupils eligible for PP will have similar attainment to non-PP children nationally in reading, writing and maths, therefore diminishing the difference by the end of Key Stage 2
Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers.
Pupils eligible for PP will have the same opportunity as all pupils	Equal participation in events, activities and extra-curricular activities
Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96% in line with 'other' pupils.
Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events	Parents will have increase participation within their child's learning journey. Children will receive increased support at home.
Improved lifestyle choices, such as diet, activity and health	Pupils participate in more physical activity, increasing outside and future participation in sport. Pupils and families have a better understanding of healthy life style choices

## 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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD matched to individual teacher and class needs rather than a generic approach to drive progress and attainment. (includes NELI, Attention bucket, Talk Boost, NPQ programmes, White Rose Jigsaw CPD)	Schools must consider how they support teachers' skills in identifying and understanding their own and pupils needs.' Teacher Development Trust 2015  EEF Guidance report – Effective Professional Development	1,2,3
Additional SENCO - Employed for 3 days a week to ensure all pupils are catered for without exception.	EEF guidance report – Special Educational Needs in mainstream schools	1,2,3
1.5 AEN assistants to support the needs of pupils across the school	EEF guidance report – Special Educational Needs in mainstream schools	1,2,3
Phonics – Purchase phonics scheme resources and ongoing training including phonetically decodable books, retrain all teachers in Phonics teaching.	EEF – Improving Literacy in KS1 Teaching and Learning tool kit - Phonics	1,2
Banded home school books - Additional investment in banded home school reading books.	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2	1,2,3
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: EEF - Standardised tests, Assessing and Monitoring Pupil Progress	1,2,

Additional class in year 5 with class teacher and TA to lower adult to pupil ratio.	EEF – Improving Literacy in KS1	1,2,3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 Speech and Language TAs trained specifically in Speech and Language approaches working with pupils with high level of S&L needs, specifically EYFS	EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools	1
Play Therapy Sessions for targeted pupils	Research from Play Therapy UK: 'An Effective Way of Promoting Children's wellbeing and Alleviating Emotional, Behavioural and Mental Health Problems'	3
1-2-1 and small group provision	Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.	1,2,3
Employ a Nurture practitioner. Nurture/ specialist teaching approaches – A proportion of our pupil premium pupils need access to additional support in class time and/or at break times to meet their complex ASD learning needs and/or emotional needs.	Gov.uk - Research and analysis: Supporting mental health in schools and colleges  Nurtureuk – Impact and evidence	3
Employ a Thrive practitioner	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	3
Employment of a PEPPSA specialist, 2 Sports Coaches	Sport coach promotes healthy living and positive life style choices. They arrange access to a range of outside agencies, promote school sports and healthy choices. Staff member has had high impact within her previous role.	6,7

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

Budgeted cost: £230,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 sessions of Forest school in Reception and year 1	Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing. Select Committee on Education and Skills report – The value of outdoor learning Forest Research – Forest schools' impact on young children in England and Wales	1,2,3,4,5,6,7
Employing 1 learning mentor  Employing an ELSA (Emotional Literacy support assistant)	Some children need extra support to improve their learning behaviours. They support children with all aspects of school life from class-based learning to developing positive social interactions with peers. They have a particular focus on the social and emotional well-being of the child and support is offered either in group or 1:1 sessions. Our mentors and ELSA provide a nurture classroom to support children and prepare them for learning in the classroom  NurtureUK – Impact and evidence  NurtureUK is dedicated to improving the mental health and wellbeing of children and young people and removing barriers to learning by promoting nurture in education.	3,6
Employ a <ul style="list-style-type: none"><li>• Family Liaison Officer</li><li>• Safeguarding Officer</li></ul> to engage hard to reach families and remove barriers to learning.	Removing barriers to learning improves wellbeing, involvement, progress and attainment  We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	3,4,5,6
Employ an Attendance Officer	Gov.uk – School attendance guidance for schools	5
Use of the school minibus to pick up targeted children (under review)	Some families need support to find solutions to getting their children to school on time every day  Children have access to a range of opportunities both during and outside school hours. Some parents have no transport to take their children to sporting events for example.	5
Additional lunchtime supervision	In order to ensure pupils are able to access quality provision at lunchtime, additional MMS will be employed to ensure interesting and engaging activities are available	3,7
All educational visits paid for by the school	All children are entitled to equal opportunity of experiences.	4

Workshops and experiences in school to engage and enrich the curriculum	Some PP children do not get the same opportunity outside of school to access a range of experiences so the school provides these, such as 'History off the page'.	2, 4
Whole class music lessons	Music lessons allow children to have the opportunity to learn a musical instrument – a range of learning skills and attributes can be gained from this.	4
Investment in phonic linked books and high-quality reading books	All children are entitled to equal opportunity of experiencing high quality texts at home to share with parents and carers.	4

**Total budgeted cost: £570,200**

## 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 to 2025 academic year.

Attainment in Key Stage 2 continued to be impacted by the long term effects of the Covid 19 Pandemic and 'lost learning'. Our large pastoral and inclusion team continued to support pupils well and ensured that their individual needs were met as best as possible, breaking down barriers to learning. Our large pastoral team worked tirelessly to engage with many parents and families to break down barriers and improve attendance, this included working in partnership with many outside agencies.

During the academic year pupils continued to be well supported in the classroom, with a key focus on breaking down barriers to learning and addressing gaps in learning. It was evident that far more pupils were struggling with SEMH and SEND needs than prior to the pandemic and the strategies and investment in these areas within the Pupil Premium Strategy were vital in supporting pupils, for example the interventions, for example around EBSA, deployed by our mentors and ELSA.

Training for teachers and support staff continued to ensure the highest level of quality first teaching so that, over time, pupils can accelerate progress. Within Reception staff were fully trained within the NELI programme which had a positive impact on pupil communication and language development.

Our pupils received many opportunities and experience that they may have not experienced before. Learning was brought to life, instilling a love of learning and increased pupil confidence. Forest School was once again provided for Reception and year 1 by Manor House Forest School. Staff and parents reported increased confidence and enjoyment by many of our pupils. Levels of oral communication and physical development increased, as well as pupil well-being. This provided a firm foundation for more 'academic' learning once back in the classroom.

#### Key Stage 2 results

Year 6 had 97 pupils (7% EAL, 27% SEN, 11.3% EHCP, 63% PP (Nat 32% PP)

% Expected	GPSN 2023	GPSN 2024	GPSN 2025	National	GPSN PP	Nat PP (LA)	Non SEN PP
RWM	59	50	<u>56</u>	62	55	47 (42)	73
Reading	72	64	<u>69</u>	75	63	63 (59)	81
Writing	74	73	<u>68</u>	72	65	60 (56)	88
Maths	72	61	<u>64</u>	74	65	61 (54)	85
SPaG	70	61	<u>68</u>	73	61	60 (51)	83

\*unvalidated data

