

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	Felsted Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27 (updated 2025)
Date this statement was published	10 th December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Bryony Collins
Pupil premium lead	Miss Charlotte Hart
Governor / Trustee lead	Mr Tom Andrewartha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31, 502
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,604
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	£39,106

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils should have the opportunity to reach their potential, making rapid progress across the year. We want all pupils, including those identified as disadvantaged to achieve at least their age expected standard as they move through the school. We aim to achieve this through rigorous assessment of our pupils, enabling us to implement effective and appropriate strategies based on recognised evidence-based practice. Regularly reviewing the strategies in place and further assessments ensures our practice is continually effective.

Our approach is centred around high-quality teaching for all pupils and ensuring that disadvantaged pupils are an integral part of the class and supported primarily by our highly experienced class teachers. We focus relentlessly on learning and our strategy aims to adopt early interventions where needed. Evidence consistently shows high-quality teaching for all pupils to have the greatest impact on closing the attainment gap and will benefit both disadvantaged and non-disadvantaged pupils.

At Felsted Primary School our definition of disadvantaged pupils incorporates a broad range of students, including pupils who are eligible for the pupil premium grant and those children who may be disadvantaged through other factors, such as socioeconomic reasons or family disruption. Disadvantaged pupils are identified by need not assumptions or labels. We use national, evidence-based practice to analyse and understand pupil needs, which we respond to by planning, implementing and evaluating effective practice across the school.

Our strategy for our disadvantaged pupils is currently implemented along with our wider plans for school improvement.

In 2024-25 our disadvantaged pupils made even better progress than our non-disadvantaged pupils in reading, writing and maths. All disadvantaged pupils made at least expected progress. However, their attainment continues to be lower than non-disadvantaged pupils. We are aiming to continue to close this attainment gap at an even quicker rate.

Challenges

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

Challenge number	Detail of challenge
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1	Our assessments and observations show slower language development and comprehension skills for some of our disadvantaged pupils on entry and throughout their school career, linked to a lack of vocabulary. This is impacting on pupils' reading and writing skills. Fewer disadvantaged pupils are reaching age related expectations than the non-disadvantaged pupils.
2	Our basic skills assessments and ongoing observations show that early reading skills, including the application of phonics, is slower to develop for some disadvantaged pupils. Data analysis shows that fewer disadvantaged children achieve age related expectations in reading (and phonics) when compared to non-disadvantaged pupils. This is then impacting on writing with fewer disadvantaged pupils reaching age related expectations.
3	Informal observations and conversations, including anecdotal evidence highlight that our disadvantaged pupils have fewer life experiences and opportunities to join in enrichment opportunities.
4	Informal observations and conversations, including anecdotal evidence highlight how a lack of cultural capital exacerbates gaps in learning and ability to attend to lessons for some of our disadvantaged pupils. This can impact on pupils' confidence and self esteem
5	Informal observations and conversations with pupils and parents, evidence that social, emotional and mental health factors are impacting on the learning of disadvantaged pupils.
6	Data analysis shows that all of our disadvantaged pupils have very specific needs and that these can change over the course of time. Pupils require individualised support at different times which is linked to their particular needs

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
Pupils continue to make at least expected progress in reading, writing and maths and increased numbers of PPG children attain the age related expectations.	Gap will close in progress made and standards reached between PPG and non PPG.

	Rapid increase in reading ages, phonics assessments and reading comprehension assessments for PPG children.
Pupils access a wide range of interventions to meet their needs, including speech and language.	As their needs are being addressed, PPG pupils make expected progress or exceed their targets set in R,W,M.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Positive SEMH is embedded allowing pupils to learn, make progress and reach age expected standards.	Pupil surveys reflect enjoyment, safety and pupils' ability to focus on learning in class. PPG Pupils are reaching age expected standards. Mentoring assessment tool demonstrates improvement in pupils SEMH.
Pupils' attendance to be above 95% so they are consistently accessing the curriculum.	Attendance above 95%. As children are consistently in school, gaps in learning can be rectified, ensuring pupils can achieve at least the age related expectation.

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: £0 (Activity costs are covered through wider school budget)

Cost of these activities is already covered through other budgets.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. • Robust diagnostic assessments in place running alongside National Curriculum assessments • Pupil voice, parental voice, teacher voice used to inform our approach. (School and class parliaments half termly, attend multi-schools council meetings) 	<ul style="list-style-type: none"> • BASW (2018) Key Drivers of the Disadvantaged Gap: Literature Review 	1, 2, 4, 6, 7
<ul style="list-style-type: none"> • Reading, writing and GPS are high priority on school improvement plan. • Planned time for all subject leaders to develop their subject. 	<ul style="list-style-type: none"> • Mary Myatt 2016 – High Challenge, Low Threat • EEF (2020) Improving Literacy on KS1: Guidance report • EEF (2017) Improving Literacy in KS2: Guidance report • Rowland (2021)– equality of opportunity and valuing everyone’s contribution. 	1, 2, 4, 5,

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

Budgeted cost: £32,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional SENCo time half a day per week. Her role includes:</p> <ul style="list-style-type: none"> • Assessing pupils and planning effective intervention strategies • Monitoring implementation of S&L care plans • Working directly with pupils where needed • Training CTs and LSAs to deliver effective interventions • Intervention used: • Sourcing and utilising additional support services • Supporting families to access support from colleagues in Health, SEMH and therapies services (OT, SALT) • Referrals and associated paperwork and meetings to Health and SEND services • Designated teacher for LAC; liaising with relevant virtual schools team and social care • Parental Engagement - parent meetings, coffee mornings and workshops in collaboration 	<p>Rowlands (2021) identifies:</p> <ul style="list-style-type: none"> • The language gap for PP children when compared to their peers. • A focus on language needs to continue throughout all schooling. • Language comprehension facilitates independence in learning • EEF – oral language interventions consistently show positive impact on learning. • Evidence shows that oral language interventions are effective, with evidence supporting the development in social skills, speech and language, behaviour and mental health. This includes Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Oral language interventions Toolkit Strand Education Endowment Foundation EEF • EEF – Evidence shows that familiar teaching approaches benefit all pupils - explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, technology - EEF SEND Evidence Review.pdf • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Oral language interventions Toolkit Strand Education Endowment Foundation EEF • EEF - Social and emotional learning approaches have a positive impact, on average but impact must be carefully measured 	<p>1, 2, 4, 5, 6, 7</p>
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with external support services. E.g. MIND		
<ul style="list-style-type: none"> Gym trail session running 4 morning a week for 30mins prior to school day 	<ul style="list-style-type: none"> EEF- small group tuition - most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 	4, 6
<ul style="list-style-type: none"> HLTA trained and deployed to support pupil progress and wellbeing undertakes S&L screening for pupils starting in EYFS in conjunction with class teacher and LSA using the I can communication tools 	<ul style="list-style-type: none"> EEF – oral language interventions consistently show positive impact on learning. EEF – Teaching and Learning Tool kit - social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF – Social and emotional learning strategies. Teaching and learning toolkit 	1, 2, 4, 6
<ul style="list-style-type: none"> HLT A deployed to support disadvantaged pupils across the school where a need is identified. This includes personalised support in all classes, including: phonics interventions, handwriting interventions; Time to talk; emotional regulation interventions; targeted support across the curriculum but particularly in English and Maths lessons. 	<ul style="list-style-type: none"> EEF – oral language interventions consistently show positive impact on learning, including high quality small group interventions EEF - Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF - Social and emotional learning approaches have a positive impact, on average but impact must be carefully measured 	1, 2, 4, 6, 7

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

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> After school Cooking Club. 	<ul style="list-style-type: none"> There is a strong evidence base that structured opportunities for language development and practice have a high impact on learning for a low cost Oral language interventions Toolkit Strand Education Endowment Foundation EEF Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum and Speech and language data shows that if gaps in language are targeted then progress is accelerated. Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	1, 3, 5, 6
<ul style="list-style-type: none"> Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum Lunchtime clubs After school art club. 	<ul style="list-style-type: none"> Learning is contextualised in concrete experiences and language rich environments. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. 	3, 5

Total budgeted cost: £33,945

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.

Analysis of our previous disadvantaged strategy from 2020-24 showed that our disadvantaged children were not able to reach the standards expected to them due to the COVID 19 pandemic. Robust evidence gathered from schools across Essex and the country show that many pupils, especially those from a disadvantaged background missed out on; social interactions, building relationships with teachers and peers, accessing teacher subject knowledge, having a structure and routine, consistency of expectations, opportunities for conversation and discussion, high quality modelling and feedback. During this period, our disadvantaged pupils were also not able to benefit from our targeted interventions and wider strategies as we had intended. This includes the curtailment of enrichment and extra-curricular activities, such as school clubs, visits and visitors to school. Our most recent assessments (2024-25) show that these challenges continue to be in place. In 2024-25, only 60% of disadvantaged children achieved GLD compared to 73% of non-disadvantaged children. Our current strategy has been put in place to overcome these barriers.

The positive impact of our current strategy is evidenced through our internal data (2024-25), which shows that as a cohort our disadvantaged children made slightly better progress compared to our non-disadvantaged children in reading, writing and maths. **All** disadvantaged pupils in years 1-6 made at least expected progress. Although the attainment of our disadvantaged pupils is below that of our non-disadvantaged pupils, evidencing lower starting points, the good progress our disadvantaged pupils are making is closing the gap. Although, fewer of our disadvantaged pupils are achieving above age related expectations, our data shows that the attainment gap evident in our previous disadvantaged children's strategy (2020-21) is narrowing.

Writing attainment shows that fewer disadvantaged pupils are reaching working at the expected level. However, progress in writing continues to be good with 100% making expected progress and 8% better than expected progress. We have used our pupil premium grant through this strategy to address the writing attainment of our disadvantaged pupils, focusing on vocabulary and classroom talk.

Our disadvantaged pupils' attendance is 94.9%, this is within 0.4% compared to our cohort as a whole and above the national and local authority averages. At 5.6% our rate of persistent absence for our disadvantaged pupils (2024-25) is better than the persistent absence rate compared to our non-disadvantaged pupils. Our good rate of

attendance ensures that the disadvantaged children are in school and able to benefit from the provisions in this strategy, which again can be seen in their good rates of progress.

In line with national evidence and research conducted in Essex, our assessments and observations indicate that social, emotional and mental health was disproportionately impacting on disadvantaged pupils, particularly in light of the national lockdowns. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and we have built on that approach with the activities detailed in this plan. The success of this is evident in the good progress our disadvantaged pupils have made.