

Pupil premium strategy statement – Salehurst Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Robertson (Headteacher)
Pupil premium lead	Kate Robertson (Headteacher)
Governor / Trustee lead	Kristina Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,935

Part A: Pupil premium strategy plan

Statement of intent

At Salehurst CE Primary School, we are committed to ensuring that every pupil, regardless of background or circumstance, can flourish academically, socially and emotionally.

Our pupil premium strategy is designed to remove barriers to learning and ensure disadvantaged pupils achieve highly, attend regularly and participate fully in school life. High-quality teaching remains at the heart of our approach. Alongside this, we provide targeted academic support and wider pastoral provision to address the specific challenges experienced by disadvantaged pupils.

We recognise that many disadvantaged pupils also experience additional barriers, including SEND, speech and language needs, SEMH needs, sensory differences and attendance difficulties. Our strategy therefore combines high-quality teaching, evidence-informed interventions and family support to improve outcomes.

Our key priorities are to:

- improve attendance and reduce persistent absence;
- strengthen outcomes in reading, writing and mathematics;
- support pupils with SEND and speech and language needs;
- develop emotional wellbeing, self-regulation and readiness to learn;
- ensure all pupils can access the same enrichment opportunities regardless of financial circumstance.

We will regularly review the effectiveness of our provision through assessment information, attendance data, intervention monitoring, pupil voice and parental feedback.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged pupils, particularly those with SEND and SEMH needs, are lower than those of their peers. Persistent absence reduces access to learning and impacts attainment, wellbeing and engagement.
2	Some disadvantaged pupils require additional support to develop fluency, confidence and attainment in reading, writing and mathematics.
3	A significant proportion of disadvantaged pupils have additional SEND, speech and language, communication or sensory needs which can affect learning and progress.
4	Some disadvantaged pupils require support to develop emotional literacy, self-regulation, resilience and readiness to learn.
5	Financial barriers can limit access to enrichment opportunities, educational visits, residential experiences and wider cultural opportunities.

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 attendance and reduced persistent absence for disadvantaged pupils.	Attendance for disadvantaged pupils improves year on year. Persistent absence reduces. Personalised attendance plans demonstrate positive impact for identified pupils.
Improved attainment and progress in reading, writing and mathematics.	Disadvantaged pupils make at least expected progress from their starting points. Increased attainment and improved fluency in reading and mathematics are evident through internal and statutory assessments.
Improved outcomes for disadvantaged pupils with SEND and speech and language needs.	Pupils receiving targeted support make measurable progress against individual targets. Staff confidence in supporting diverse needs continues to improve.
Improved emotional wellbeing, self-regulation, resilience and readiness to learn.	Pupils demonstrate increased resilience, confidence and engagement in learning. Behaviour incidents reduce and pupil voice reflects positive wellbeing. Forest School, ELSA and nurturing provision support pupils to develop teamwork, independence, self-regulation and positive relationships. Participation and pupil feedback demonstrate that Forest School contributes positively to wellbeing and personal development.
Increased participation in enrichment opportunities.	Disadvantaged pupils access clubs, educational visits, residential experiences and wider opportunities at rates comparable to their peers. Financial barriers do not prevent participation.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to the East Sussex Therapeutic Approach.	Develops staff confidence and consistency in supporting behaviour, emotional regulation and wellbeing.	3, 4
Staff training through CLASS and SEND-focused professional development.	Improves staff expertise in supporting pupils with speech, language and communication needs and SEND.	2, 3
SENDCo release time to support MHST and inclusive provision development.	Strengthens inclusive practice and adaptive teaching across the school.	3, 4

Additional TA capacity to support interventions and classroom learning.	Supports timely intervention and effective delivery of support programmes.	2, 3, 4
Development and enhancement of the Nest sensory and regulation space.	Supports pupils' readiness to learn and self-regulation.	3, 4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Success for All reading programme.	Supports reading fluency, comprehension and confidence.	2
Nessy reading and spelling programme.	Supports literacy development and closing gaps in reading and spelling.	2
Numberstacks intervention.	Supports mathematical understanding and confidence.	2
Times Table Fluency programme.	Develops arithmetic fluency and automatic recall.	2
Additional intervention sessions delivered through extended TA hours before the start of the school day.	Enables targeted support for identified pupils.	2, 3
Private Speech and Language Therapist provision.	Supports communication, language development and access to learning.	3
Small group and individual interventions in reading, phonics, spelling and maths.	Addresses individual learning needs and identified gaps.	2, 3

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

Budgeted cost: £13,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision.	Supports emotional literacy, resilience and self-esteem.	4
SEMH provision.	Supports wellbeing, engagement and readiness to learn.	4

Forest School provision for all pupils.	Develops resilience, teamwork, confidence, independence and emotional wellbeing through outdoor learning experiences.	4, 5
Attendance support and personalised family work.	Addresses barriers to attendance and engagement.	1
Breakfast Club provision and support.	Improves attendance, punctuality and readiness to learn.	1
Subsidised educational visits, enrichment activities and residential experiences.	Removes financial barriers to participation and broadens experiences.	5
Subsidised after-school clubs.	Ensures equal access to enrichment opportunities.	5
Parent coffee mornings and workshops with MHST.	Strengthens family engagement and supports wellbeing.	1, 4
Family support and pastoral intervention.	Addresses barriers affecting attendance, wellbeing and learning.	1, 4

Total budgeted cost: £43,935

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in 2024/25 have been evaluated using national assessment data, attendance and behaviour information, alongside the school's assessment and wider monitoring information.

As a small school, cohort sizes are often very small and percentages can therefore fluctuate significantly from year to year. In particular, the 2024/25 Year 6 disadvantaged cohort consisted of only four pupils, meaning that each pupil represented 25 percentage points. Outcomes should therefore be considered alongside performance over time and pupils' individual starting points and needs.

Academic outcomes

Of the four disadvantaged pupils in Year 6, 25% achieved the expected standard in combined reading, writing and mathematics, compared with 47% of disadvantaged pupils nationally. Reading was the strongest of the three subjects, with 50% achieving the expected standard compared with 63% nationally. In writing and mathematics, 25% reached the expected standard, compared with national disadvantaged outcomes of 59% and 61% respectively.

Due to the very small cohort, these individual year figures need to be interpreted with considerable caution.

Across the three-year period from 2022/23 to 2024/25, 24% of disadvantaged pupils achieved the expected standard in combined reading, writing and mathematics, compared with 46% nationally.

Improving attainment in reading, writing and mathematics, with a particular focus on securing foundational skills and fluency and enabling pupils to make strong progress from their individual starting points, therefore remains a central priority of the new three-year strategy.

Whole-school Year 1 phonics outcomes remained broadly in line with national patterns, with 75% meeting the expected standard in 2025 compared with 80% nationally. Over the three years from 2023 to 2025, the school average was 77% compared with 80% nationally and was assessed as close to the national average.

Attendance

Attendance represents a barrier to achievement for disadvantaged pupils. In 2024/25, attendance for FSM6 pupils was 86.7%, compared with 92.3% nationally. 48.0% of FSM6 pupils were persistently absent in 2024/25, compared with 24.9% nationally. Attendance and persistent absence will remain a high priority within the current strategy, with increased emphasis on early identification, individual attendance planning, family engagement and removing practical barriers to attendance.

SEND, SEMH and wellbeing

School monitoring during 2024/25 identified significant overlap between disadvantage and additional need, with SEND, speech and language, SEMH and emotional regulation forming important barriers to learning for some disadvantaged pupils.

Behaviour data reinforces the need for the school's focus on emotional regulation and readiness to learn. In the spring term of 2024/25, 16.67% of FSM6 pupils had received one or more suspensions, while 6.67% had received two or more suspensions. These figures relate to small numbers of pupils and should therefore be interpreted carefully, but they indicate that behaviour, SEMH and regulation remained significant barriers for some disadvantaged pupils.

During the year, the school continued to strengthen its response through ELSA and nurture provision, therapeutic approaches, speech and language support and dedicated sensory and regulation provision. Forest School also provided every pupil with a six-week block of outdoor learning, supporting opportunities to develop confidence, independence, teamwork and resilience.

Inclusion and wider opportunities

Pupil premium funding was used to reduce financial barriers to participation in educational visits, residential experiences, Breakfast Club, after-school clubs and wider enrichment activities. This supported disadvantaged pupils to participate in the wider life of the school.

Overall evaluation

The 2024/25 evidence provides an important baseline for the school's new three-year pupil premium strategy. The school is not yet achieving consistently strong enough outcomes for disadvantaged pupils, particularly in relation to attendance, persistent absence and attainment at the end of KS2.

At the same time, the school is developing a broad range of provision to identify and respond to barriers relating to SEND, speech and language, SEMH and emotional regulation. The current strategy therefore builds on this inclusive and pastoral provision while placing greater emphasis on high-quality teaching, targeted academic intervention, attendance and evaluation of impact.

The school's 2025/26 to 2027/28 intended outcomes have been developed directly from this evaluation. Progress towards them will be reviewed annually using attainment and progress information, attendance and persistent absence data, behaviour information, intervention outcomes, participation data and pupil and parent voice.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
FFT Success for All	FFT Education
Nessy Reading and Spelling	Nessy Learning
Numberstacks	Numberstacks
East Sussex Therapeutic Approach Training	East Sussex County Council
CLASS Speech and Language Training	CLASS

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
