

Pupil premium strategy statement

Firfield Primary School 2025-2028

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 (Jan 25 Census)
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils (72)	17.5%
Academic year/years that our current pupil premium strategy plan covers	3-year plans
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	James Yellop
Pupil premium lead	James Yellop
Governor	Joe Fish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,205
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>	£114,205

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas to enable them to flourish and thrive. The strategy will include a focus on nurturing and developing personal growth. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or face safeguarding challenges. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantage pupils at the school are more at risk of not reaching the expected standards and fewer children are likely to be working at greater depth for reading, writing and maths at the end of each academic year and the national tests at each key stage.</p> <p>Key Stage 2 outcomes below show that our results for disadvantaged pupils for reading, writing and maths are generally in line with national averages over the past three years in terms of percentage reaching expected (above for average points score in reading and maths) this is still well below the national and school averages for all pupils and non-disadvantaged pupils.</p> <p>Reading EX 58% (last three years 60% / 63% / 50%) NA 61% APS 103.1 / 103 ad (last three years 103.3 / 102.8 / 103.2) NA 102.4</p> <p>Writing EX 60% / 58% adjusted (last three years 60% / 50% / 70%) NA 57%</p> <p>Maths EX 65% / 61% adjusted (last three years 80% / 56% / 60%) NA 58% APS 102.6 / 101.4 ad (last three years 105.5 / 101.1 / 101.3) NA 101.2</p> <p>Combined Ex 36% / 35% adjusted (last three years 40% / 38% / 30%) NA 44%</p>
2	<p>Barriers to learning - Cognitive load, concentration and retrieval</p> <p>Assessments, observations as well as pupil and staff discussions indicate that pupils who find it more challenging to meet expectations are prevented for learning due to cognitive load and retrieval of information. Social, emotional and behavioural needs of these children which have been compounded by Covid-19 is one of the barriers to learning, especially of pupils in Year 2 and lower KS2.</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>The Spring 2025 data indicates that only 25% of disadvantaged pupils in key stage 2 (Year 3-6) are on track to reach expected attainment in writing, compared to 41% in reading and 37% in maths. In key stage 1, 30% are on track to reach expected in writing.</p> <p>This year on entry to Early Years 45% of pupils were at the expected level in literacy and only 20% of disadvantaged were working at this level. The 2023/24 intake 63% of pupils were at the expected level in literacy and 25% of disadvantaged were working at this level.</p>

4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their progress and attainment. This includes pupils that have sensory needs that find it difficult to manage emotions within a classroom setting. There are a number of these pupils who find transitions difficult to manage, especially at the beginning and the end of the school day.</p>
6	<p>Our attendance data for the current year to date (4th April 2025) shows the FSM children attendance is 93.3% compared to 96.9% attendance for non-FSM pupils. This compares to the previous year where the attendance on FSM pupils was 93.5%</p> <p>14.9% of disadvantaged pupils have been 'persistently absent' compared to 5.8% of their peers during that period for the Autumn and Spring term of 2024/25.</p> <p>Our assessments, pupil progress meetings and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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>Children develop a high level of competency in writing</p>	<p>All pupils (especially disadvantaged girls) have the confidence to achieve well in writing and develop good oracy skills to support this process.</p> <p>In Writing at least 60% of disadvantaged pupils to reach end of year expectations by the end of Key Stage 2.</p>
<p>Children to develop stronger outcomes in reading, writing and maths combined.</p> <p>Early intervention and identification of needs allow targeted support to be put in place to ensure disadvantaged pupils barriers to learning are picked up early.</p>	<p>Reading outcomes for disadvantaged to be above the national average for expected (above 61%) and Average Points Score (above 102.4).</p> <p>Maths outcomes for disadvantage to be above the national average for expected (above 58%) and Average Points Score (above 101.2)</p> <p>Overall combined outcomes for reading, writing and maths to be 45% above national average of 44%.</p>
<p>Through continued improvement in Quality First Teaching and use of the Great Teaching Toolkit ensure that all teachers and teaching assistants have the best skills and knowledge based on current research driven by high quality CPD. This will ensure all children have the best tools to retain and retrieve information from long-term memory through a knowledge rich curriculum.</p>	<p>Outcome highlighted above improve for disadvantage pupils.</p> <p>Subject monitoring highlights that children retain more information through the knowledge rich curriculum (this is evident in pupil voice and book scrutiny).</p> <p>Positive feedback from staff in regard to CPD and opportunities to engage in current research.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils participate in enrichment activities and develop life skills needed to flourish and thrive.</p> <p>Behaviour of disadvantaged pupils is secure and suspensions are lower than in previous years.</p> <p>The is more access to sensory provisions in school and additional spaces are utilised well to support disadvantaged children with additional needs.</p>

Attendance of disadvantaged pupils to improve so that they have the best chances to make good progress and attainment.	Increase attendance of disadvantaged pupils to above 94% and reduce the persistent absence to below 14%.
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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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching</i></p> <p>Explicit instruction (1) and scaffolding (3)</p> <p>Cognitive and Metacognitive Strategies (2)</p>	<p>EEF SEND The 'Five-a-day' principle</p> <p>EEF Metacognition and self-regulated learning. Walkthrus – Tome Sheringham (Exemplary Leadership Programme)</p>	<p>1, 2, 3</p> <p>£800</p>
<p><i>Writing Routines</i></p> <p>1. Developing children's captivity and motivation to write.</p> <p>5. Teach pupils to use strategies for planning and monitoring their writing.</p> <p>4. Teach writing comprehension strategies through modelling and supported practice (Part of QFT)</p>	<p>Expertise, skill and knowledge gained by the writing lead through NQPLL with links to Redhill Primary School.</p> <p>EEF Preparing for Literacy – Improving Communication, Language and Literacy in the early Years.</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>EEF Improving Literacy in Key Stage 2</p>	<p>2, 3</p> <p>Leadership responsibility £2400</p>

<p><i>Prioritise development of communication and language.</i></p> <p>High quality adult-child interaction.</p> <p>Focus on Oracy through the reading and writing curriculum.</p>	<p>EEF Preparing for Literacy – Improving Communication, Language and Literacy in the early Years.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p> <p>£1000</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p>Maths Manipulatives</p> <p><i>2. Use manipulatives and representations to develop understanding.</i></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2</p> <p>TLR Maths £3,300</p>

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured interventions</i></p> <p><i>7. Use high quality targeted support to help all children learn in maths.</i></p> <p><i>7&8. Use high quality structured interventions to help pupils who are struggling with literacy.</i></p> <p><i>Development of additional spaces for targeted intervention.</i></p>	<p>NPQ expertise in maths and literacy from the Maths and Literacy leads.</p> <p>EEF Improving Mathematics in KS2&3</p> <p>EEF Improving Literacy in KS2 and Improving Literacy in KS1</p>	<p>1, 2, 3</p> <p>HLTA Cost £33,182 – Four HLTA, one day devoted to supporting pupils across KS1 and KS2 & HLTA two days supporting EYFS</p> <p>TAs Cost £25,651 2TAs general support (2.5 days in Year 1 and TA supporting 2.5 days in EYFS).</p> <p>Additional TA support £10,000</p>
<p>SEND</p> <p>Work effectively with teaching assistants to develop specialist support for pupils with additional needs including specific training through DCC ISAS.</p> <p>Supporting the sensory needs of our pupils.</p> <p>Purchase of standardised diagnostic assessments including training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Flexible grouping (4) EEF SEND ‘Five-a-day’ principle.</p> <p>The EEF’s guidance report Making Best Use of Teaching Assistants provides detailed recommendations.</p> <p>EEF SEND in Mainstream Schools. 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>2, 5</p> <p>Additional SEND support from SENDCO additional 0.175 time to support pupils with SEND who are also disadvantaged. Cost £12,000</p> <p>£1200</p>

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social Emotional and Mental Health Support.</i></p> <p>Drawing and Talking Therapy.</p> <p>Continue to develop strong behaviour culture</p> <p>Multi-Sensory spaces</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>DCC sensory Toolkit</p>	<p>5</p> <p>Drawing and Talking (Cost £8,425)</p> <p>Children First (Cost £10,450)</p> <p>Cost £2,500 towards additional spaces</p>
<p><i>Attendance</i></p> <p>Build a holistic understanding of pupils and families, and diagnose specific needs.</p> <p>Build a culture of Firfield community (citizenship) and belonging for pupils.</p> <p>Communicate effectively with families.</p> <p>Leadership time for the Deputy Head and release time for other DSLs to support Early Help.</p>	<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Removing Barriers to Education – A toolkit for supporting children and young people experiencing Emotionally-Based School Avoidance.</p>	<p>5, 6</p> <p>Leadership Time – 6 days across the year for attendance plus EHA £2,000 (see above)</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>AI</p> <p>£6,225</p>

Total budgeted cost: £119,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data from 2024 demonstrated that outcomes were broadly in line with disadvantaged pupils nationally. Overall, 30% (3/10) pupils reached combined expected compared to 46% nationally and 61% for all pupils.

Reading 50% reached expected compared to 62% nationally with an average points score of 103.2 compared to 102.7 nationally.

Writing 70% reached expected compared to 58% nationally.

Maths 60% reached expected compared to 59% nationally with an average points score of 101.3 compared to 101.5.

The results from the Times Tables (Year 4 2023/24) check showed the average points score for the disadvantaged pupils was 20 compared to the national average of 18.9 for disadvantaged.

Attendance

The attendance for of disadvantaged pupils is 93.9% (an 0.9% improvement on 22/23) compared to the national average of 89.3%. There is considerable improvement of 2.9% from 2021/22 (91% in 2021/22).

The persistent absence data below shows that persistent absence of disadvantaged pupils is 16.1% compared to 33.6% nationally and is better than the national average of all pupils nationally. This is a huge improvement of 15.8% (31.9% for 2021/22).

See the review of the previous plan for more information on outcomes