# Pupil premium strategy statement – Ebbsfleet Green 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 452 |
| Proportion (%) of pupil premium eligible pupils | 8.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)** | 2025 - 2026, 2026 - 2027, 2027 - 2028 |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | October 2027 |
| Statement authorised by | Joshua Croucher |
| Pupil premium lead | Joshua Croucher |
| Governor / Trustee lead | Frederick Visser |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £54,540 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £54,540 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ebbsfleet Green, our main aim is for all children to achieve equally: to do well academically and thrive socially. Our intention is that all children, irrespective of their background or the challenges they face, make strong progress, achieve high attainment across all subject areas and thrive socially. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. We want our disadvantaged pupils to be motivated to learn, aspirational for their own futures and to have equity in progress and attainment to that of their non-disadvantaged peers. Our core values of growth, respect, enjoyment, aspiration and togetherness are at the heart of everything as we foster a growing community of lifelong learners.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. 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 children 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 children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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 | Our assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. |
| 3 | Our observations and discussions with children and families suggest disadvantaged children have limited opportunities for social, cultural or educational experiences beyond their immediate environment. |
| 4 | Some children find self-regulation, critical thinking, reasoning and problem solving challenging leading to dysregulation having an impact on their learning. |
| 5 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-3% lower than for non-disadvantaged pupils.<br>7.7% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. |

## 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 vocabulary among disadvantaged pupils. | •Systematic and intensive language support boosts children's language development and develops their listening comprehension skills. |
| Little Wandle Letters and Sounds being embedded maintains a minimal difference in | The implementation of a SSP programme ensures consistency of language, approach and practice.<br>Three year increase in the Y1 Phonics Check and |

| | |
|---|---|
| the percentage of disadvantaged children passing the Phonics Check compared to non-disadvantaged. | evidence of application in reading and writing. |
| To achieve and sustain improved attendance for all children, particularly our disadvantaged children. | The attendance gap for disadvantage children will narrow year-on-year.<br>● the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.<br><br>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers. |
| To increase children's engagement in learning. | Children are active learners and well supported in their emotion wellbeing. |
| To achieve and sustain improved wellbeing for all children, including greater opportunities for social, cultural or educational experiences. | High levels of wellbeing will be demonstrated by qualitative data from pupil engagement, pupil voice, parent and pupil surveys and teacher observations.<br>Monitoring of the effectiveness of Starfish with entry and exit scales. |

## 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: **£32,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of computer assisted diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment \| EEF | 1, 2, 3, |

| | | |
|---|---|---|
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. | 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:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 1 |
| Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.<br>Yearly training to ensure high quality phonics teaching is sustained.<br>Little Wandle Letters and Sounds – whole School Approach continuous improvement. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 1, 2 |
| Embedding a reading approach that follows the SSP programme and beyond.<br>Enhance our reading teaching in<br>line with DfE and EEF guidance. | A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils.<br>Reading Framework<br>Reading comprehension strategies\| Toolkit Strand \|<br>Education Endowment Foundation \| EEF | 1, 2 |

| | | |
|---|---|---|
| Implement a new PSHE curriculum<br>Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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):<br>Improving_Social_and_Emotional_Learning in Primary Schools \| EEF | 3, 4 |

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

Budgeted cost: **£12,540**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Targeted interventions, reading, writing, math,. Including booster classes<br>Tutoring: guidance for education settings | Data analysis driven targeted approach and support within smaller groups.<br>One to one tuition \| Teaching and Learning Toolkit \| EEF<br>Small group tuition \| Teaching and Learning Toolkit \| EEF | 1, 2, 4, 5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support including those who did not pass the phonics screening in Year 1. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 2 |
| NELI (Nuffield Early Language Intervention) | Speech and language support for children who require additional support<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 1, 5 |
| Early screening and SALT intervention in EYFS and KS1 | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on | 1 |

| | | |
|---|---|---|
| using Language link and Speech link.<br><br>Talk Boost – to improve listening, narrative and vocabulary skills for disadvantaged pupils who have<br>relatively low spoken language skills. | speaking, listening and a combination of the two show positive impacts on attainment:<br>Language Link<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | |
| SALT | Early speech and language intervention supports children to develop the communication skills necessary for future success in their academic and personal lives.<br>SALT I Toolkit | 1, 2, 3, 4 |
| Lexia - an adaptive blended learning program that supports the development of literacy skills.<br>Online maths and English programs, including IXl, Spag.com, maths whizz and TT Rock Stars. | Digital technology can add up to +4 months progress (EEF, 2019).<br>Technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom.<br>Digital Technology | 1, 2, 3, 4 |

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

Budgeted cost: **£6,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole staff training on behaviour management and anti-bullying approaches following our Restorative approach. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| Teaching and Learning Toolkit \| EEF | 4 |

| | | |
|---|---|---|
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | 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. | All |
| Attendance rewards and celebrations. | Incentives to improve attendance | 3, 4, 5 |

## Total budgeted cost: £54,540

# 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. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

The data demonstrated that at our End of Key Stage 2 data that 100% of disadvantaged children achieved expected or greater depth in their assessments. Whole school data for End of Key Stage 2 was 96%.

Our phonics data was 82% across the whole school.100% of our disadvantaged pupils passed the phonics screening check compared to non-disadvantaged of 81%

We are continuing with our wider experiences for all children where there are three experiences a year for all year groups including a religious visit to ensure there is exposure of different cultures. The curriculum is also designed in a way to allow for the Big Curriculum with gardening projects, raising money for charity, kids café and a Big Outcome.

The data demonstrates that efforts with attendance continue to see positive results with the whole school showing 95.7% for the overall attendance for the year 2025 – 2026 slightly below our target of 96% and a gap of - 0.3%.

School meet with parents where attendance is a concern and request support from the Attendance officer when needed; there is triangulation between attendance and safeguarding, raising the profile and focus on key families and children.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we have made changes to our targets and aim to sustain our progress to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We will be looking at additional ways that we can evaluate the effectiveness of our wellbeing approaches

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

| Programme | Provider |
|---|---|
| TTS Rockstars | Maths Circe |
| WhiteRose Maths | White Rose Maths |
| Little Wandle Letters and sound revised | Little Wandle |
| Maths Whizz | Maths Whizz |
| Reading Plus | Daisy Education |
| IXL | IXL |
| Lexia | Lexia core |