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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	8%
1	September 2025- September 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Mrs Charlotte Vickery-Booth
Pupil premium lead	Mrs Carla Belling
Governor / Trustee lead	Mr Peter Edgesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£25,755.00

Part A: Pupil premium strategy plan

Statement of intent

At Lamberhurst St Mary's, we believe every child and adult should have the chance to be the very best they can be, whatever their background or needs. This includes children who receive Pupil Premium, at every stage of learning. With our vision of *"Learning for life in the love of God,"* we make sure that every child feels supported, included, and able to flourish and thrive.

We do this by supporting our teachers and pupils with proven, research-based approaches, including those recommended by the Education Endowment Foundation.

At the heart of our approach is Quality First Teaching, with extra focus on the areas where disadvantaged pupils need the most support. This approach has been shown to make the biggest difference in closing the attainment gap, while also benefiting all pupils across our school.

We are always reflecting on our practice and work closely with other professionals to strengthen what we do, offering staff high-quality training and pupils focused, specialist support.

Our inclusive, nurturing ethos also helps remove barriers beyond the classroom, such as challenges with attendance, behaviour, and social or emotional wellbeing, so that every child can succeed.

Our approach responds to both common challenges and individual needs, using careful assessment rather than assumptions about disadvantage. The strategies we use work together to help every pupil thrive. To make sure they are effective, we will:

- Make sure disadvantaged pupils are stretched and challenged in their learning.
- Step in early with support as soon as a need is identified.
- Take a whole-school approach, where every member of staff shares responsibility for the progress and success of disadvantaged pupils, with high 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	**Attainment** Attainment for Reading, Writing and Maths for some disadvantage pupils, both in reaching the expected standard and those achieving greater depth.
2	**Well-being / Social Emotional Development** Our observations and conversations in school show that several of our disadvantaged children show lower well-being and involvement compared to our non-disadvantaged children. This has an impact on their mental health and subsequent ability to learn.
3	**Attendance** From September 2024 to July 2025, the attendance for our Pupil Premium was 93.7% compared to the whole school attendance of 95.24%. This impacts on their opportunities for learning, and needs to be addressed in order to support them to become more effective learners.
4	**Extra-Curricular** Engagement in after school clubs, breakfast and wrap around session which ensure enrichment of the curriculum and opportunities for children to flourish in areas of interest and enjoyment. Some children are unable to attend for financial reasons. This also applies to class trips and our Year 6 residential trip.

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
For all pupils, including PP pupils to reach at least age-related expectations in reading, writing and maths. Raising the percentage of disadvantaged pupils achieving greater depth in reading and writing. Regular opportunities to retrieve key knowledge	School data including: • PIRA/PUMA/GAPS • Yearly CAT tests in Years 4 to 6 • Year 1 phonics screening • Year 4 multiplication check Reflect PP pupils are meeting age-related expectations and targeted pupils are achieving greater depth results.
Enhanced emotional wellbeing for PP pupils and their families.	Sustained high levels of wellbeing demonstrated by: • Reduction in incidents of emotional outbursts or unresolved conflicts (evidenced in My Concern). • Increased pupil engagement and participation in lessons. • Pupils using self-regulation techniques without constant adult prompting. • Positive pupil voice feedback (children report feeling happy, safe, and supported). • Staff reporting greater confidence in supporting emotional well-being.
Attendance for all pupils, including PP pupils, to be in-line or better than National Average.	• Whole-school attendance meets or exceeds national benchmarks (96%+). • Significant reduction in persistent absence across all year groups. • Fewer late arrivals recorded. • Pupil surveys show they feel motivated and supported to attend school regularly. • Improved engagement and attainment linked to better attendance.

Pupil Premium Pupils are fully engaged and participating in the school's rich extra-curricular offer and school trips.	• Data shows disadvantaged pupils' participation rates in clubs are comparable with or exceed those of non-disadvantaged peers. • Attendance registers show sustained commitment (e.g., 80%+ regular attendance across a term). • Pupil voice feedback highlights enjoyment, belonging, and skill development. • Teachers note positive impact on classroom engagement, confidence, and well-being. • Parents acknowledge improved motivation, friendships, or resilience at home.

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: £11,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spelling	Spelling - Grammarsaurus Wordshark Numbershark | Games for Reading and Spelling	1
Mastery in Number	Mastering Number at Reception and KS1 | NCETM Mastering Number at KS2 | NCETM	1
Purchase of standardised diagnostic assessments – CAT4,	Standardised tests provide reliable insights into the specific strengths and difficulties for each pupil to help	1

PIRA, PUMA and GAPs	ensure they receive the correct additional support: Attainment Measures database | EEF CAT4 - GL Assessment New PiRA | Standardised Reading Assessment for Ages 4-11 | Hachette Learning New PUMA | Standardised Maths Assessment for Ages 4-11 | Hachette Learning New GaPS | Standardised GPS/SpAG Assessments for Ages 5-11 | Hachette Learning	
Educational Psychologist (School Based Reviews twice a year)	To provide staff with high quality professional support, when a child requires extra support. 8 Benefits of Educational Psychology to the Teacher - Classplus Growth Blog	1, 2 and 3
RSHE curriculum	Kapow: RSE & PSHE | Reception, KS1 and KS2	2 and 3
Accelerated Reader	Accelerated Reader | Renaissance Learning Accelerated Reader - second trial | EEF	1

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

Budgeted cost: £10,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Touch Type Read Spell	TTRS - Touch-type Read and Spell with confidence | Touch-type Read and Spell (TTRS)	1
Learning Based Questions	LbQ is an award-winning app that improves education with a pedagogy based on timely feedback, intervention and reduces workload. Learning by Questions | LbQ	1
Speech and Language Link	Home - Speech and Language Link - SLCN support for schools Oral language interventions | EEF	1 and 2
Read, Write Inc 1:1 coaching	Phonics | EEF Phonics Leadership, Tutoring and Targeted Training - Ruth Miskin Literacy	1

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

Budgeted cost: £4,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Forestry Commission evaluation and evidence of impact on learning – resilience, problem-solving and self-confidence. Forest Schools: impact on young children in England and Wales - Forest Research	2, 3 and 4
Drawing and Talking Therapy	Drawing and Talking - Home page	1, 2, 3 and 4

	The +7 months of academic progress mentioned by the Education Endowment Foundation (EEF) refers to the potential impact of teaching metacognition and self-regulated learning, which includes a learner's understanding of themselves and their strategies for learning.	
Darcey – Therapy Dog	Research has shown that children reading to dogs not only improves literacy skills but also boosts confidence and reduces anxiety. School Therapy Dogs | Therapy Dogs Nationwide	1,2 and 3
Spurgeons Counselling	Jemma White, Place2Be's Evaluation Manager, shares the findings of **our new study** with the University of Exeter and University of Cambridge. **"Primary school children have long-term mental health benefit from counselling in school"** Spurgeons Charity | Home	1,2 and 3
Extra-curricular activities (Clubs)	The Benefits & Importance of After School Clubs Benefits of After School & Extracurricular Activities	1, 2, 3 and 4
Extra-curricular opportunities including class trips and Y6 residential to Bowles.	Evidence of social and emotional skills leading to improved outcomes at school. The Benefits of Residential Trips | Action4Youth	1, 2, 3 and 4
Coffee Mornings (Parental Engagement)	Informal support and information for those disadvantaged families in a non-threatening way. Parental engagement | EEF	1, 2. 3 and 4
Wrap around care – breakfast and after-school club	The importance of breakfast for school-aged children	1, 2, 3 and 4

	Breakfast clubs found to boost primary pupils' reading writing… | EEF	
Zones of regulation	Self-Regulation Curriculum | The Zones of Regulation	1,2 and 3

Total budgeted cost: £25,755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

DATA BASED ON RESULTS JULY 2024 – PUPIL PREMIUM ACROSS THE SCHOOL

PUMA (Maths):

17 pupils	
WTS	41%
EXS	41%
GDS	18%
WTS & GDS	**58%**

PIRA (Reading):

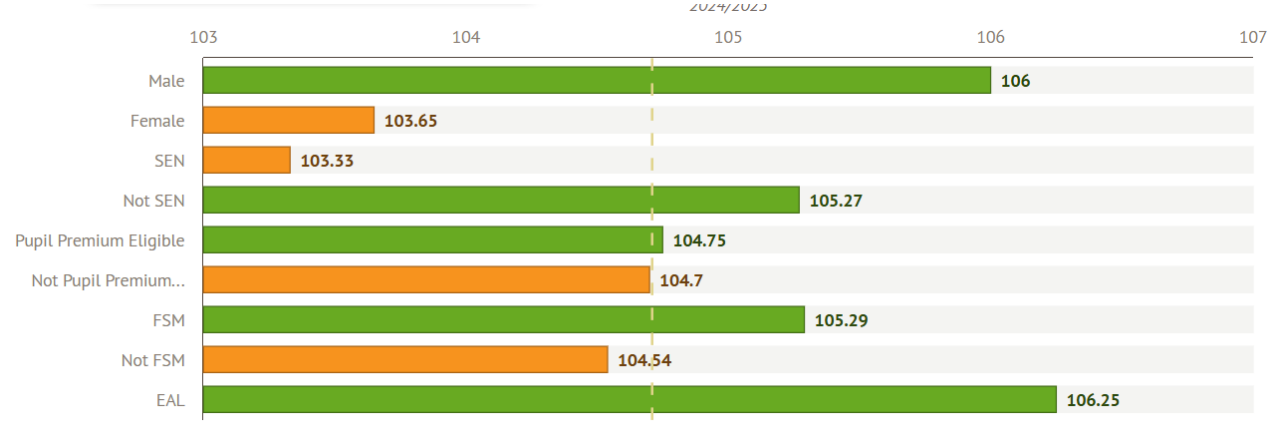
17 pupils	
WTS	29%
EXS	59%
GDS	6%
WTS & GDS	**65%**

GAPS (Grammar, Punctuation and Spelling):

17 pupils	
WTS	41%
EXS	41%
GDS	18%
WTS & GDS	**58%**

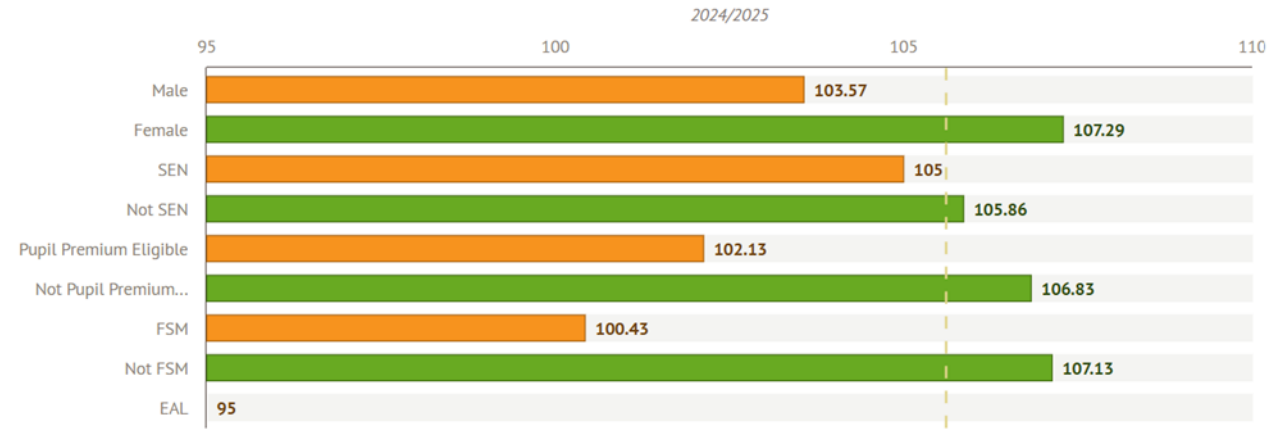
KS2 SATS 2025:

Scaled Score for Maths:



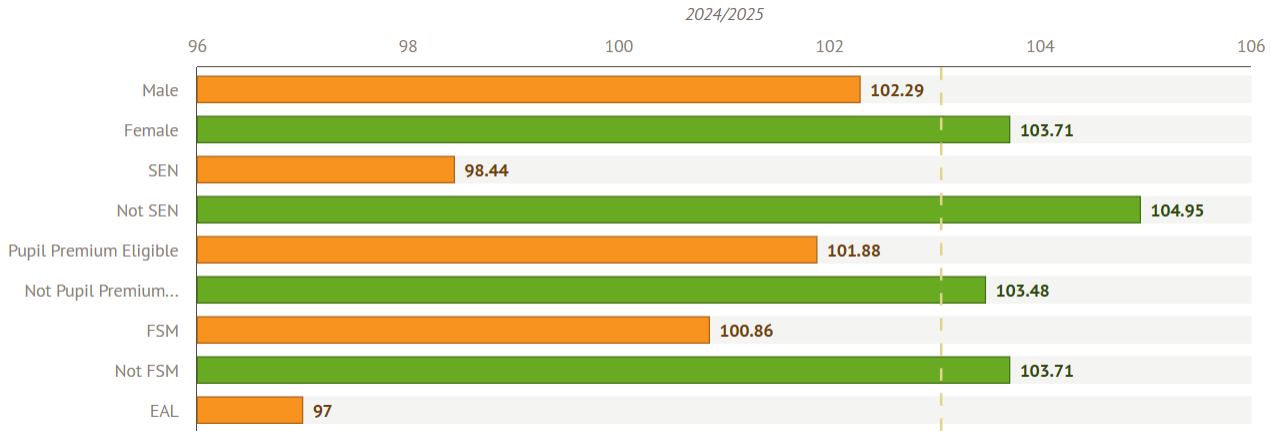
7 pupils	
WTS	14.3%
EXS	42.9%
GDS	42.9%
WTS & GDS	**57.2%**

Scaled Score for Reading:



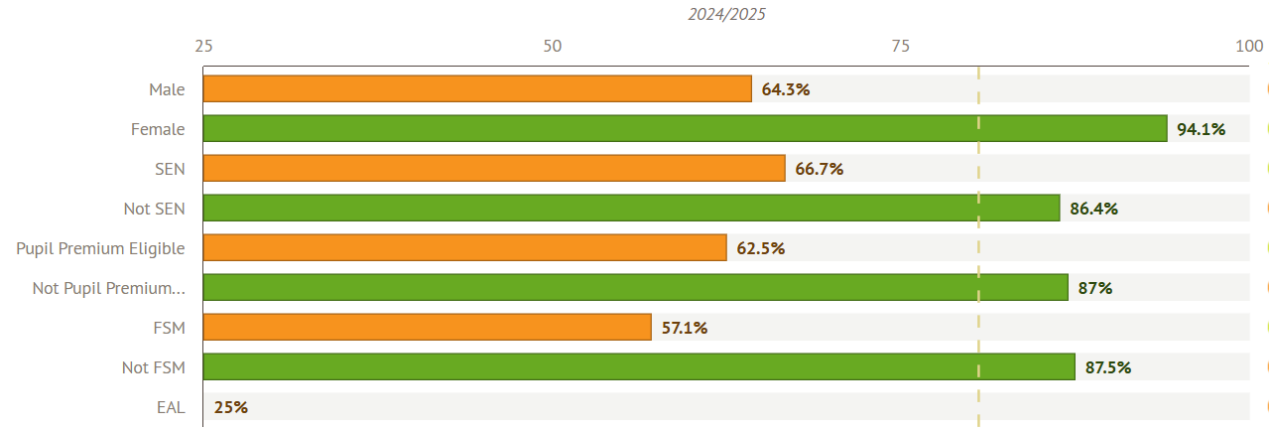
7 pupils	
WTS	42.9%
EXS	42.9%
GDS	14.3%
WTS & GDS	**57.2%**

Scaled Score for GAPS:



7 pupils	
WTS	42.9%
EXS	57.1%
GDS	0
WTS & GDS	**42.9%**

Working at Expected Standard in Writing (Teacher Assessment):



7 pupils	
WTS	42.9%
EXS	57.1%
GDS	0
WTS & GDS	**42.9%**

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
Spurgeons	Spurgeons Charity | Home
Forest School	Anna Fraser
Touch Type Read Spell	TTRS - Touch-type Read and Spell with confidence | Touch-type Read and Spell (TTRS)
Word Shark	Wordshark Numbershark | Games for Reading and Spelling
Accelerated Reader	Renaissance
Read, Write Inc	Ruth Miskin
Speech and Language Link	Home - Speech and Language Link - SLCN support for schools
Extra-curricular clubs	Lamberhurst St Mary's Primary School
TT Rockstars	Home - Times Tables Rock Stars
Widgit	Widgit Online
Darcey – Reading Therapy Dog	Pets As Therapy | Schools

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.