Pupil premium strategy statement (2024-2027)

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 for the next three years, with a particular focus on how we intend to spend the funding in this academic year.

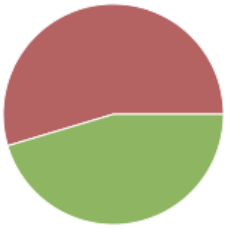
School overview

Detail	Data
School name	Edgebury Primary School
Number of pupils in school	401 (2025-2026)
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers.	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Matthew Velada-Billson
Pupil premium lead	Mrs Claire Pester

Detail	Amount
Pupil premium funding allocation this academic year	£60,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year – 2025/2026 - £55,909 Total budgeted cost: £55,909 Surplus to be rolled over to next year: £4,381	

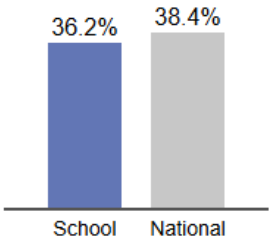
Demographics of our Pupil Premium cohort:

Gender

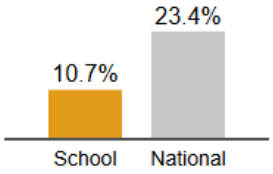


54.6% Boys
45.4% Girls

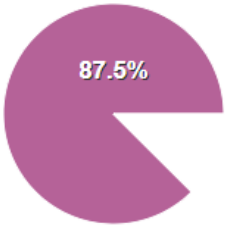
Minority Ethnic Background



EAL

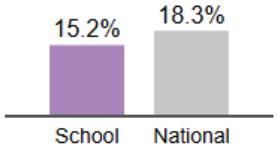


Homegrown Pupils



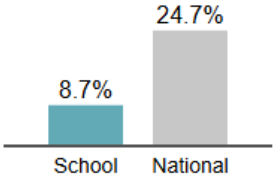
Only includes pupils in Reception and above.

Pupils with SEND



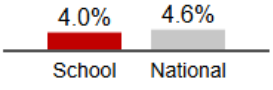
	# Pupils	% Pupils	National
SEN Support	49	12.2%	14.8%
EHC Plan	12	3.0%	3.5%

Free School Meals



Only includes pupils in Reception and above.

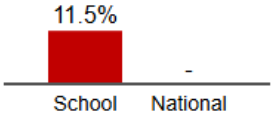
Absence Rates



	School	National
Overall absence rate	4.0%	4.6%
- Authorised absence rate	3.0%	3.2%
- Unauthorised absence rate	1.0%	1.4%

School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

Persistent Absence



Percentage of compulsory school age pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Reception	52	32	20	0	16	1	5	0	4.7%
Year 1	50	33	17	6	21	3	7	1	3.6%
Year 2	60	32	28	13	28	5	3	3	4.3%
Year 3	61	32	29	4	28	9	8	3	4.3%
Year 4	55	27	28	8	26	1	7	1	2.4%
Year 5	64	37	27	4	32	7	8	2	3.9%
Year 6	59	26	33	8	16	9	11	2	5.1%

Ethnicities

	# Pupils	% Pupils
White - British	256	63.8%
Any Other White Background	32	8.0%
Any Other Mixed Background	21	5.2%
Any Other Asian Background	19	4.7%
Any Other Ethnic Group	17	4.2%
Black - African	15	3.7%
Chinese	7	1.7%
White and Black African	7	1.7%
White and Black Caribbean	7	1.7%
NOBT	5	1.2%
Indian	4	1.0%
White and Asian	4	1.0%
REFU	2	0.5%
ABRI	1	0.2%
Any Other Black Background	1	0.2%
BBRI	1	0.2%
Pakistani	1	0.2%
Traveller of Irish Heritage	1	0.2%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	29	7.2%
Social, Emotional and Mental Health	20	5.0%
Specific Learning Difficulty	4	1.0%
Autistic Spectrum Disorder	3	0.7%
Hearing Impairment	3	0.7%
SEN support but no specialist assessment of type of need	1	0.2%

Funding overview

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide carefully considered additional support for 'disadvantaged' children to ensure that every child is empowered to see the value that they possess, and to see the value in the educational opportunities afforded to them at Edgebury Primary School. Our intention is that ultimately every child is enabled to see education as a means to building a life for themselves, while also establishing the mindset that motivates them to help others.

A process of support and encouragement to succeed will be communicated through our commitment to nurturing every child's curiosity, self-esteem and sense of purpose, to valuing every child's experience, and supporting every child to find a voice to communicate that experience.

The targeted and strategic use of Pupil Premium funding will support us in our endeavours to achieve these aims.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following an annual needs analysis, which will identify school priorities.

Provision:

We have a range of provisions in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Additional teaching and learning opportunities provided by teachers, HLTAs or external agencies, e.g. providing small group work with an experienced teacher, focused/additional support staff, to address gaps in learning, or 1:1 support with an experienced teacher or relevant member of staff to meet individual needs.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists, etc.
- Access to therapeutic interventions and advice.
- Paying for activities that broaden the curriculum such as music lessons, after school clubs, and supplementing monies for school trips to ensure that no child is excluded from a trip due to inability to meet the cost.
- Additional reading opportunities through reading initiatives in school.
- Additional learning opportunities outside of the school day - developing sporting and active play opportunities to develop a "healthy body and healthy mind approach"

Impact:

All our work funded by the Pupil Premium will be aimed at accelerating progress and improving wellbeing, to create the right environment for children so that:

- the vast majority of children leave Edgebury Primary School at or above the national average or having met their relevant targets for learning;
- every child makes progress that is good or better, so that they leave having made progress over KS1 and from Key Stage 1 to Key Stage 2;
- there are no significant gaps between the achievement of pupils from disadvantaged groups and other pupils;
- there are no significant gaps in attendance of pupils from disadvantaged groups and other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of some children PP attendance 89.6% /Non PP attendance 96.4%
2	Attainment of PP children in reading, writing and maths – with a particular focus on speaking and listening, writing and maths fluency skills.
3	SEND (35% of PP cohort also SEND)
4	SEMH needs of the children (32% of PP cohort also on vulnerable register)
5	Access to wider life experiences: • Some of our pupils have less access to books, stories, conversations, games and toys at home and have limited exposure to activities or outings. • Some of our pupils lack experiences and opportunities for wider experiences causing a lack in cultural capital in comparison to their non-disadvantaged peers

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
All pupil premium children to reach their individual targets in reading, writing and maths	Are all pupil premium children making good progress in reading, writing and maths? Are children who are behind catching up (making accelerated progress)?
To ensure all PP6 children have tailored SEND/SEMH provision to meet their needs	SEN interventions / SEMH provision for pupil premium are having a positive impact. Children are making at least expected progress
Improved attendance, punctuality wellbeing and readiness to learn	Action plans for children with low attendance in place. Regular monitoring of attendance rates

	First day calling system in place Cascade of letters sent out termly to identified parents All pupil premium children have at least 95% attendance

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Budgeted cost & Challenge number(s) addressed
Recruitment of a Wellbeing Manager (% of salary)	*Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the funding-successfully.* A child whose attendance falls under 95% means that they are missing 10 days of school. A child whose attendance falls under 90% means that they are missing 19 days of school = negative impact on progress The average attendance of our pupil premium children is below the rest of the cohort. • To further improve attendance rate of disadvantaged pupils to at least 95% • Dedicated Children and Family Support Manager to ensure robust system of response to absence. **Attendance 2024-2025** Whole School: 95.6% / Non PP: 96.1% / PP: 90.2%	Challenges 1& 4 £17,500

Attendance 2023-2024

Whole School	Non PP	PP
95.3%	95.8%	91.2%

Attendance 2022-2023

Whole School	Non PP	PP
95.7%	95.93%	90.25%

Attendance 2021-2022

Whole School	Non PP	PP
94.3%	94.43%	89.8%

Targeted academic support: £5,068

Activity	Evidence that supports this approach	Budgeted cost & Challenge number(s) addressed
'Progress Enhancement Project' – The Woodcote Trust – 7-week Bushcraft Programme	Bushcraft 7-week Programme – Autumn, Spring & Summer Term Research shows that providing children with cultural capital experiences can have a positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour (Rowland, 2021)	£420 per programme (staffing) Total: £1,260
KS1 Speech Bubbles Project - Using drama and storytelling to develop pupils' communication skills 24 weeks	Using drama, play and stories to help children aged 5-7 develop confidence, communication and creativity. Speech Bubbles is a weekly drama programme taking place in school time, designed to give young children an opportunity to have fun telling stories and acting them out. The programme has a particular emphasis on supporting children to gain confidence and develop their physical and verbal communication skills. 20 KS1 children https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/speech-bubbles/	Speech Bubbles Programme - £1800 TA Lead – 1 day training - £168 TA Lead to support

		groups - £672 HLTA Leads – 1 day training (evaluation) - £168 **Total: £2808**
Tutoring (Y6)	Targetted and informed by teacher's assessments The allocation of £1000 of Pupil Premium (PP) funding towards targeted Year 6 tutoring is a strategic investment aimed at diminishing attainment gaps and improving outcomes for disadvantaged pupils. Current cohort analysis indicates that several PP pupils are working below age-related expectations in reading, writing and mathematics, and require additional, structured intervention in order to make accelerated progress before the end of Key Stage 2. Small-group and 1:1 tutoring has a strong evidence base for securing rapid academic gains, particularly for pupils at risk of underachievement. The Education Endowment Foundation identifies high-quality tutoring as one of the most effective approaches for improving attainment for disadvantaged learners. By providing regular, personalised support delivered by trained staff, tutoring sessions will enable pupils to revisit key learning, address misconceptions promptly, and consolidate the knowledge and skills required for success in statutory assessments. Funding will be used to deliver targeted tuition outside of core lesson time, reducing learning disruption and allowing class teachers to maintain the integrity of whole-class teaching. The tutoring programme is designed to be responsive to ongoing assessment, ensuring that provision is tightly matched to individual learning needs. This approach will enhance pupils' confidence, improve curriculum access, and support consistent academic progression. Investing PP funding in Year 6 tutoring directly supports the school's statutory duty to promote equity and ensure that disadvantaged pupils leave primary school well-prepared for secondary education. The anticipated impact includes improved outcomes in KS2 SATs, increased pupil engagement, and a narrowing of the attainment gap between PP and non-PP peers.	**£1000**

Wider strategies

Budgeted cost: £33,341

Activity	Evidence that supports this approach	Budgeted cost & Challenge number(s) addressed
After School Clubs and Y6 PGL Full inclusion for all children, including the Year 6 Residential visit which provides team-building skills and benefits to self-esteem and confidence.	*EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/thepupil-premium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit*	Challenge 4 PGL = £221 X 8 =£1,768 Payment support for for eight Year 5 children in receipt of PP for Year 6 school journey

School Uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform#:~:text=Wearing%20a%20uniform%20is%20not,improvement%20of%20behaviour%20and%20discipline. School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. A school uniform also promotes social equity. There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. Closing the disadvantage gap - Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	School clubs Autumn Term (each child receives one free club) £1,860 Spring Term £1,860 Summer Term £1,860 Total: **£5,580** Trips – £500 £38 x 31 children = £1,178

Lunchtime Club – *Green Zone KS1 – Topaz* *Green Zone KS2 – Garnet* *Gemstones* Provision of support at lunchtimes for vulnerable children. To use attachment aware strategies to help children understand how to resolve any issues more independently	Green Zone and Gemstones continues to offer a KS1 and KS2 lunch club for our most vulnerable children. Pupil premium funding used for one member of staff in each 'zone' Creation of a wellbeing hub for KS1 and KS2 – a member of staff to support groups of children / individual children during lunchtime, to support/model resolution of conflict and social skills. https://www.schoolhealthuk.co.uk/post/creating-a-positive-inclusive-lunchtime-culture-in-primary-schools-the-role-of-the-school-council	Challenge 4 £300 per week £11,700
Partnership with Parents/Carers - Parents awareness of PP funding and the level of support given in school	*EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/thepupil-premium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit* • Pupils' who are eligible, will receive PP funding as soon as possible. • A greater number of EYFS and KS1 parents will complete the forms necessary to enable PP funding. • On-going letters, content on the website and handouts for parents explaining the curriculum and learning opportunities for their children. • On-going letters and handouts for parents on how they can help with their child's learning. • Sharing of children's termly targets • Letters sent each term to parents to try and increase the number of children in receipt of PP funding. Please see a copy of the last letter sent at the back of this document. • Regular engagement with parents – much of this is informal (to build trust and engagement of parents)	All identified challenges Children, Family and Staff Wellbeing Manager salary costs £500
Lunchtime – Outdoor Play & Learning Project	Provision of play and outdoor learning equipment at lunchtime using the OPAL model to support social skills, wellbeing and positive behaviour at lunchtime for KS1 and KS2 children. *Sports coaching for identified children at lunchtime to allow for targeted support to*	Resources for KS1 - £750 Resources for

Sports Coaching at lunchtime for identified children	*allow for successful lunchtimes for all children. 30 minutes daily.* *"OPAL is one of the most impactful transformations on children's lives that we've seen in the UK in the last 10 years- not just in schools, not just in education but just as a way of making a positive difference in children's lives…I'm in awe actually."* Tim Gill former Director of Play England -A review of the literature on playtimes in primary schools. The first-ever comprehensive review of the academic and literary research evidence supporting the case for better play in primary schools. This report sponsored by Sport England and carried out in association with Gloucester University will provide decision-makers with the evidence they need to improve the policy, strategic planning and funding support for play in UK primary schools. https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf Further pupil voice to be completed and consideration given to the best way of continuing to increase the activities and resources available to children at lunchtime.	KS2 - £1500 Sports coaching 30 minutes daily **£1,365**
Refurbishment of the Greenhouse – outside space	We were successful in securing capital funding from the Local Authority to enhance our inclusive provision through the development of an internal, sensory-informed learning environment tailored to the needs of pupils with Special Educational Needs and Disabilities (SEND). A significant proportion of the identified cohort—**35% of whom are in receipt of Pupil Premium**—will directly benefit from these improvements. To ensure that the project is fully realised, the school will contribute **£8500 of Pupil Premium funding**, representing 20% of the total cost. The purpose of this investment is to reduce barriers to learning for disadvantaged pupils with SEND by providing access to high-quality, therapeutic, and developmentally appropriate provision. Many of these pupils experience challenges linked to emotional regulation, sensory processing, and engagement with learning. The enhanced facilities will create safe, nurturing environments that support improved readiness to learn, increased participation, and better long-term outcomes. The proposed developments include:	**£8,500**

1. Covered Outdoor Sensory Play and Exploration Area

The creation of a secure, covered outdoor sensory area will provide year-round opportunities for sensory-rich exploration, regulation and play. This space will offer a safe, weather-resilient environment where pupils can access structured sensory activities that support emotional well-being, reduce anxiety, and promote physical development. For disadvantaged pupils with SEND, consistent access to this type of provision is crucial in enabling successful reintegration into classroom learning.

2. Enhanced Sensory Resources for Indoor and Outdoor Provision

The project also includes investment in a comprehensive range of sensory resources for both indoor and outdoor use. These resources will support the development of an alternative provision space that promotes calmness, focus, and emotional stability. Increased sensory access will allow disadvantaged pupils—many of whom require regular sensory input to regulate—to engage more successfully in targeted interventions, nurture groups, sensory circuits, and small-group learning activities.

Expected Impact on Disadvantaged Pupils

The use of Pupil Premium funding for this project is fully aligned with our strategic intent to improve outcomes for disadvantaged learners by removing barriers to engagement, attendance, and academic progress. The enhanced provision will enable us to:

- Improve emotional regulation, attention, and readiness to learn.
- Increase engagement and attendance for pupils who struggle in standard classroom environments.
- Provide safe, flexible, inclusive spaces that reduce sensory overload and support sustained participation.
- Strengthen targeted interventions, such as sensory circuits and nurture-based provision.
- Foster social interaction, confidence, and a sense of belonging.
- Support long-term developmental progress in a way that is not achievable through classroom adjustments alone.

Summary

By investing £8500 of Pupil Premium funding in this project, the school is taking a sustainable, evidence-informed approach to improving the provision for disadvantaged pupils with SEND. The

	enhancements will significantly strengthen our capacity to meet complex needs, improve educational engagement, and ensure that all pupils—particularly those with multiple vulnerabilities—have equitable access to a high-quality, inclusive learning environment. This represents an appropriate, strategic, and impactful use of Pupil Premium resources.	

Detail	Amount
Pupil premium funding allocation this academic year	£60,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year – 2025/2026 - £60,290 Total budgeted cost: £55,909 Surplus to be rolled over to next year: £4,381	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - demonstrating the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Pupil Premium Progress and Attainment July 2025

	Attainment		
KS2 SAT's (8 children)	**Reading**	**Writing**	**Maths**
Greater Depth	13%	0%	13%
Age Related +	38%	33%	38%
Below Age Related	25%	25%	37%