



# Pupil premium strategy statement – Byfleet 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	174
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Bowman
Pupil premium lead	Kirsten Hurford
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£38,990

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium and Service Pupil Premium is funding provided to schools which is additional to main school funding allocation. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

We focus our Pupil Premium expenditure on the progress of disadvantaged and most able disadvantaged pupils. We plan and regularly review a range of interventions and strategies that enable us to diminish the difference between disadvantaged pupils and non-disadvantaged pupils.

We want all pupils at Byfleet to meet our three core values: **Ready, Respectful, Safe** and to be **'Always Growing, Ready for Life'**.

At Byfleet we consider three key areas to focus on to ensure disadvantaged pupils have support, make good progress and achieve high attainment:

- **The first area we consider is high quality teaching** - this ensures all of our disadvantaged children have access to high quality provision in, and outside of, the classroom, in all curriculum subject areas. 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.
- **Small group intervention and teaching** - As part of a balanced curriculum offer we target support through small group work to close the attainment gap and challenge any disadvantaged children who may be working at the greater depth standard. We are able to offer a minimum of one LSA (Learning Support Assistant) in every class, enabling formative assessment to be used precisely and timely to identify and address any gaps or misconceptions. The design of the teaching timetable enables LSAs/Teachers to pick up small group teaching daily for 15 minutes in the morning in addition to whole class learning and interventions, for identified pupils as part of our offer.
- **Offering a holistic whole school approach** - thinking about how to support attendance and well-being as we recognise the critical link between attendance, emotional wellbeing, progress and attainment. We fund a pastoral care lead through this funding, enabling strong pastoral care, during the transition period at the start of the day/end of the day, along with during playtimes and lunchtimes and carefully timetabled sessions during the school day.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Attendance</u></b> Over the last three years our disadvantaged pupils have either been close to average or average to the national attendance of disadvantaged pupils. However, compared to their peers in our school, their attendance is lower. In 2024-25 our disadvantaged pupils' attendance was 92.1% compared to all pupil's attendance of 96.1%. Attendance affects the pupils' attainment and progress over time.

2	<p><b><u>Attainment - writing</u></b></p> <p>Our school priority is writing and ensuring that all pupils have access to quality teaching and show enjoyment and progress in their writing. This will involve a whole school approach to developing writing which will also meet the needs of our disadvantaged pupils.</p>
3	<p><b><u>Attainment – age related expectations</u></b></p> <p>In 2024-25 67% of our disadvantaged pupils achieved the expected standard in reading, writing and maths at the end of Key Stage 2 (KS2). This is narrowing the gap between national non-disadvantaged but more can be implemented to close this gap and for our disadvantaged pupils to progress more.</p> <p>We are striving for more of our pupils to achieve the combined age related expectations in reading, writing and maths in all year groups.</p>
4	<p><b><u>Additional needs</u></b></p> <p>More pupils in our school are being identified as having additional needs or in the process of exploration around possible additional needs. This takes time to establish which strategies are best suited to support these pupils and evaluating which strategies are the most effective. There are also challenges around the involvement of external agencies and their timeframes for assessments which presents uncertainty for the pupils and the families, even though the school will help those pupils with their presenting needs and not relying on formal diagnoses.</p>
5	<p><b><u>Mental Health and wellbeing</u></b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are impacted by factors that influence their mental health to a greater extent than for other pupils. These findings are supported by national studies, including evidence from internal data and monitoring i.e. RISE survey (Resilience in Schools Survey).</p> <p>Our observations in school and discussions with pupils and families have identified social and emotional issues for many pupils, particularly for anxiety and pupils presenting with difficulties regulating their emotions. Teacher referrals and parent inquiries for social and emotional support have increased.</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
To improve attendance of all pupils in our school, especially our disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Pupils attending school regularly.</li> <li>● Any concerns over school-based anxiety are addressed as quickly as possible.</li> <li>● Senior staff reviewing attendance and monitoring pupils where their percentages are falling. Having conversations with the families to establish what the barriers are for these pupils attending school every day.</li> </ul>
To improve the writing outcomes for all pupils in our school, especially our disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Whole school approach with every staff member knowing the policy and practice involved and consistent teaching being applied in all year groups.</li> <li>● Additional support and interventions in place to reduce the gaps in learning.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of adaptation being applied in lessons and children’s work. Use of reasonable adjustments in addition to quality first teaching.</li> </ul>
Disadvantaged pupils are closing the gap in their combined reading, writing and maths attainment compared to their peers.	<ul style="list-style-type: none"> <li>● Regular assessments and teacher assessments measuring the pupils attainment.</li> <li>● Quick to respond interventions put in place to support pupils where they are not making the desired progress, compared to their starting points.</li> <li>● High quality teaching is in place to support all pupils in the classes and reasonable adjustments made to match their needs.</li> </ul>
More of the pupils are supported in school with increased knowledge and awareness from all members of the community.	<ul style="list-style-type: none"> <li>● Raise of awareness and knowledge training for all members of staff – CPD.</li> <li>● Regular monitoring and reviewing of systems in place and adapted to match the cohort of pupils.</li> <li>● Developing use of resources in school and using ‘trial and error’ to establish what resources and strategies are best suited for individuals.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Qualitative data from student voice, student (RISE surveys) and parent surveys and teacher observations.</li> <li>● Increase in participation in enrichment activities among disadvantaged pupils i.e. Rocksteady, various clubs and enrichment trips.</li> <li>● Staff confident in addressing key identified issues eg: developing skills for resilience in pupils, using meta-cognitive strategies.</li> <li>● A sustained and consistent whole school approach to behaviour and wellbeing - reflected in the policies, through use of emotion coaching and zones or regulation, strong pastoral care and the PSHE curriculum</li> <li>● Continued referrals, engagement with and progress for targeted pupils through Emotional Literacy Support Assistant (ELSA) sessions, pastoral groups and lunch time wellbeing clubs.</li> </ul>

## 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: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to develop whole school approach to writing	Following national government guidance on the teaching of writing and improving Literacy across both key stages: <a href="#">DfE - Writing Framework</a>	2, 3

	<a href="#">EEF - Improving Literacy in KS1</a> <a href="#">EEF - Improving Literacy in KS2</a>	
CPD for staff around areas of Inclusion to support all pupils in the classroom	Staff being able to deliver high quality teaching and having an understanding of the pupils and their needs in school: <a href="#">EEF - SEN in schools</a>	4

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

Budgeted cost: £17,120.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning interventions and small teaching groups to support pre and post teaching	Being able to deliver high quality teaching for all pupils and supplementing this with carefully chosen interventions and one-to-one sessions, as well as thinking of the most effective way of deploying teaching assistants: <a href="#">DfE - Writing Framework</a> <a href="#">DfE - Reading Framework</a> <a href="#">DfE - Maths Guidance</a> <a href="#">EEF - Improving Literacy in KS1</a> <a href="#">EEF - Improving Literacy in KS2</a> <a href="#">EEF - Improving Maths in Early Years and KS1</a> <a href="#">EEF - Improving Maths in KS2 and KS3</a> <a href="#">EEF - SEN in schools</a> <a href="#">EEF - Deployment of Teaching Assistants</a> Following Rosenshine's principles around effective teaching: <a href="#">Rosenhine's Principles</a>	2, 3
Reading TA to focus on individual pupils and groups	Small groups/ needs led focus around improving reading and closing the gaps for these pupils in their phonics and early reading. <a href="#">EEF - Improving Literacy in KS1</a> <a href="#">DfE - Reading Framework</a>	3
Reading boosters for Year 6	<a href="#">DfE - Reading Framework</a>	3

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

Budgeted cost: £21,246.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance check-ins daily, follow up and welfare checks.	Recognising that improved attendance in school will also support improving outcomes for all pupils: <a href="#">DfE - Working together to improve attendance</a>	1
Pastoral Care member of staff - ELSA sessions, Drawing and Talking sessions, adhoc check-ins	Working with pupils to aim for them to feel safe, secure and happy which will then in turn lead to improving outcomes in school. <a href="#">EEF - Improving Social and Emotional Learning</a>	5

**Total budgeted cost: £39,367.08**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Review for 2024-25

This chart shows the percentage of disadvantaged pupils at the school achieving the expected standard in reading, writing and maths at the end of KS2 in 2025:

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	57%	46%	Above (non-sig)	68%	-11	Not applicable	Not applicable
2025	6	67%	47%	Above (non-sig)	69%	-2	Narrowing	High - SEN
2024	8	50%	46%	Close to average (non-sig)	67%	-17	Widening	-
2023	9	56%	44%	Close to average (non-sig)	66%	-11	Not available	-

This chart shows the three year trend of disadvantaged pupils' attendance compared to national:

#### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	29	92.1%	92.6%	Close to average	Relative decline	-
2023/24	33	95.0%	92.0%	Above	Relative improvement	-
2022/23	38	92.4%	91.6%	Close to average	Not available	High - SEN

School data for disadvantaged children at the end of July 2025:

Year Group	Number of children eligible for Pupil Premium	Reading (expected standard or above)	Writing (expected standard or above)	Maths (expected standard or above)	Reading, Writing, Maths combined (expected standard)
1	4	75%	50%	75%	50%
2	3	33%	33%	33%	33%
3	11	55%	55%	64%	45%
4	4	50%	25%	25%	25%
5	1	0%	0%	0%	0%
6	6	83%	66%	66%	66%

Against our last PPG strategy (2022-2025):

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for the disadvantaged pupils at the school is either close to average or above average compared to the national percentage. It had improved for two years but then declined last year. The school adopts strict monitoring of attendance for all pupils and follows up on all absences.</p> <p>One child is persistently absent due to multiple factors and barriers to attending school. There are lots of professionals involved and an alternative provision is being sought after to support them.</p>
<p>Improved writing attainment for disadvantaged pupils, with disadvantaged pupils narrowing the gap with their peers.</p>	<p>Pupils are making progress within writing and over the last academic year just under half of the number of disadvantaged pupils achieved the expected standard at the end of the year.</p>
<p>Improved mathematical attainment for disadvantaged pupils.</p>	<p>Over the last academic year just over half of the number of disadvantaged pupils achieved the expected standard at the end of the year.</p>
<p>Improved reading attainment for disadvantaged pupils.</p>	<p>Pupils are achieving well and progressing in reading. Over the last academic year more than half of the number of disadvantaged pupils achieved the expected standard at the end of the year.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Over the last academic year there were 12 disadvantaged pupils who accessed support from our pastoral lead. This involved one-to-one sessions through ELSA, Drawing and Talking and Nature Club. Additional adhoc check-ins also happened throughout the year for many pupils.</p>

## 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
Doodle Maths	Doodle Learning
Little Wandle Phonics	Little Wandle