

## 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Surlingham Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Hannah Boag
Pupil premium lead	Hannah Boag
Governor / Trustee lead	Penny Sheppard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,683.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,683.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

Pupils at Surlingham Primary School will make expected progress in reading, writing and maths, through high quality inclusive teaching and increased opportunities for reinforcement of learning at home. We expect all pupils (disadvantaged or not) to engage in all aspects of school equally.

This year our main priorities focus on the following areas:

1. Improve writing skills, seeing improvements in disadvantaged children's fluency in foundational skills such as handwriting, punctuation and composition
2. Improve academic attainment for PP children, with a particular focus on reading, including improving fluency skills and developing an enjoyment for reading
3. We will aim for disadvantaged pupils to improve their attendance at school.
4. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

**Key principles: Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:**

Students arriving below age-related expectations in literacy and numeracy and students with significant vulnerabilities, including financial and social.

Our overarching strategy for disadvantaged students is firmly rooted in research and evidence-based practice.

**This plan is framed around the following key areas:**

- Improving attendance
- Improving progress and attainment
- Providing a wide range of enrichment and personal development opportunities

### Challenges

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

Challenge number	Detail of challenge
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1	Some disadvantaged learners achieve less well in writing than their peers
2	Some disadvantaged learners have had less exposure to reading at home and support from parents with homework. Attendance is a barrier for some disadvantaged children and this impacts on their learning and progress.
3	Some disadvantaged learners have struggled with attendance. Finance can be an issue here (taking holidays in term times due to cost) and SEND needs.
4	Some disadvantaged learners have had limited wider enrichment experiences which would positively impact on their academic achievement and personal development.

### 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
Improve outcomes in writing	<p>Disadvantaged pupils will make rapid progress by the end of the year so that greater numbers of pupils meet age-related expectations in writing.</p> <p>The Write Stuff scheme is embedded, with all staff trained in its use. Interventions are in place to support and develop pupils' fluency in foundational skills such as handwriting and spelling. Regular fluency tests are used to identify gaps in understanding, and all PP pupils not meeting expected standards in writing will receive targeted intervention. The Little Wandle scheme is used to further develop pupils spellings: Bridge to spelling. Spelling is explicitly taught using Spelling Shed.</p> <p>A greater percentage of disadvantaged pupils achieve expected levels and greater depth writing across KS1 and KS2.</p>
Improve reading results at KS1 and KS2. More children read for pleasure once phonics fluency has been achieved (free reading).	<p>All pupils meet the standard in phonics check.</p> <p>Children are heard reading regularly by trained TAs</p> <p>Gaps are identified through regular formative assessment.</p> <p>Continue 'Little Wandle' phonics scheme in R / 1 / 2 classes to improve reading fluency skills, supporting children to develop a love for reading.</p>
Increase attendance rates for pupils eligible for PP – aim for 96% in line with general attendance.	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to improve in line with other pupils.</p>

	<p>Fast tracks and Fixed Penalty Notices are implemented</p> <p>Train staff on how to work with Traveller attendance as we have a Gypsy Roma Traveller (GRT) family in school.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance, and teamwork are developed.</p> <p>Extra-curricular activities are offered as part of our wrap around care provision.</p> <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential.</p>

### 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: £7,841.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On going training for all staff (including TAs) on phonics scheme Little Wandle Letters and Sounds. Cover for phonics lead to give direct instruction, team teaching and quality assurance.</p>	<p>Children need a consistent approach to the teaching of phonics and reading, including when there is a need for intervention in Year 2, Year 3 and Year 4. Schools with a consistent approach achieve good results. Children who develop an enjoyment for reading achieve well, across all subjects.</p> <p>EEF evidence suggests that phonics approaches have a significant impact (+5 months) on pupil's reading and writing progress</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Visit to Little Wandle Live training</p>	<p>Lead practitioners and TAs to attend a live schools Little Wandle training session: The Education Endowment Foundation (EEF) summary of phonics indicates: "Studies of intensive support involving teaching assistants show similar overall impact compared to those involving teachers." <a href="#">EEF+1</a></p>	2

The Write Stuff training and CPD	The 2025 Writing Framework (DfE) emphasizes structured teaching of transcription, composition, grammar in meaningful contexts, and scaffolded development — which is broadly consistent with the principles of The Write Stuff (sentence stacking, modelling, lenses). <a href="#">GOV.UK Assets</a>	1
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,489.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support of disadvantaged children whose attainment and progress is below their peers, this includes in-class support and small group support across year groups	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels. <i>The EEF guide to the Pupil Premium</i> , EEF ( <a href="#">link</a> )	1,2
Targeted support through Little Wandle interventions	Early intervention focused on areas of need from the Little Wandle assessment has proven results to improve children's language and communication skills, to be in line with age related expectations. The EEF Early Years Toolkit reports phonics instruction has a positive impact, estimating an average of +5 months' progress, particularly beneficial for <i>disadvantaged pupils</i> . <a href="#">EEF</a>	1,2

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

Budgeted cost: £2,352.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the SLT, SENCO and mental health lead to raise standards of attendance for PP pupils e.g. working with families to	Working together to improve pupil's attendance Sept 22 (DfE report)  <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	3

<p>remove barriers for attendance</p> <p>Improve children's attendance through regular parent meetings, fast track and fining where appropriate</p>		
<p>Fund cost of out of school trips/experiences</p>	<p>Some studies show that engaging with out of school, extra curricular and curriculum enrichment activities support the academic progress, well being and personal development of disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/childrens-university/">Children's University   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

**Total budgeted cost: £15,683**

**Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes**

Pupil Premium Review – July 2025

Activity: Teaching and Targeted Academic Support	Impact against success criteria	Evaluation – <a href="#">comment on fidelity, acceptability, reach, feasibility cost</a>	Continue / adapt / stop?
<p>Improve writing skills, seeing improvements in children's writing skills, including transcription and composition skills</p>	<p>55% of PP children achieved the expected standard in Writing across the school</p>	<p>The Write Stuff scheme has been developed over the year and is now better implemented.</p> <p><b>Fidelity:</b> Fidelity to the scheme has really developed over the academic year.</p> <p><b>Reach:</b> All teachers and TAs have had Write Stuff training with Jane Considine</p> <p><b>Feasibility:</b> There were some initial challenges, particularly in the early years, but these have largely been overcome</p> <p><b>Cost:</b> Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme</p>	<p>Continue – the Write Stuff is beginning to have significant impact</p>
<p>Improve academic attainment for PP children, with a particular focus on reading, including improving fluency skills and developing an enjoyment for reading .</p>	<p>55% of disadvantaged pupils achieved the expected standard in Reading across the school</p>	<p><b>Fidelity:</b> Fidelity to Little Wandle is fairly secure. There have been opportunities throughout the year to train support staff in the scheme. We have not been using the Little Wandle assessments or targeted interventions.</p>	<p>Continue</p>

		<p><b>Reach:</b> All teachers and TAs have had Little Wandle training and it is delivered consistently to R, 1 and 2</p> <p><b>Feasibility:</b> We have managed to make big groups work within the timetable but there is more work needed to ensure catch up is taking place</p> <p><b>Cost:</b> Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme</p>	
We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being..	The school provides a very wide range of enrichment activities in and out of school	<p><b>Fidelity:</b> All staff have embraced the school's approach to providing a wide range of opportunities</p> <p><b>Reach:</b> All pupils have experience enrichment experiences. There could be more PP take up of after school clubs</p> <p><b>Feasibility:</b> The mini-bus has helped to make this feasible</p> <p><b>Cost:</b> Release time for teachers to take children on trips; minibus costs; costs of visits and events</p>	Continue
<b>4</b> We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus	PP attendance was below national average at 86.7%, with a whole school attendance of 96%	<p><b>Fidelity:</b> A new approach is needed to GRT family and training is required.</p> <p><b>Reach:</b> All stakeholders are aware of the importance of attendance – there are regular updates in staff meetings, parent newsletters and social media</p>	Continue

enabling them to experience the full learning experience at Rockland St Mary Primary School.

**Feasibility:** The regular meetings with poor attenders have had some impact over the year

**Cost:** Release time for HT to attend TSM meetings