



Service Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Pirbright Village Primary School
Number of pupils in school	410 (67 children in KS1 & KS2)
Proportion (%) of Service Premium eligible pupils	20% in KS1 & KS2
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Pete Wright
Service Premium Lead	Pete Wright

Funding Overview

Detail	Amount
Service premium funding allocation this academic year	£24 120

Part A: Service Premium Strategy Plan

Statement of Intent

At Pirbright we are incredibly proud of our links with the military and have children from a range of different service backgrounds across the local area. We work hard to ensure transition, both in and out of school, is as efficient as possible for parents whilst welcoming the children into our community with open arms. Our objective is always to ensure that children feel settled, safe and happy as soon as possible so they can begin their learning journey with us and be fully integrated in our school community and all it has to offer.

The purpose of the school's Service Pupil Premium (SSP) is to support children who come from military families during challenging times and, as a school, we receive a sum of money for each of our children who have serving parents. The aim is to reduce the potential impact of being in a service family during challenging times, be that with mobility or deployment. The school must provide planned provision over time, in which case the school have full responsibility for how we spend our SPP. It is not a fund which can be directly accessed by parents of eligible children.

Pupil Premium Funding Context for Pirbright Village Primary School

Pirbright is a two-form entry primary school in Surrey with a lower-than-average number of disadvantaged pupils. 11% of the children on role are disadvantaged. We are located near to Alexander Barracks and the higher-than-average proportion of military children (20% receiving the Service Pupil Premium award) we have means dealing with issues surrounding mobility and transition on a regular basis with. 23% of the children in Year 1-6 are identified as a late starter to the full Pirbright experience (children who do not start within the first term of their Reception year).

Challenges

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

Challenge number	Detail of challenge
1	Some children receiving the Service Premium grant have emotional, health and wellbeing issues which affect their resilience in school and their strategies to learn.
2	Parental engagement within the Service Premium community can be lower than that of their peers.
3	Service Premium children need additional support with transition both into and out of Pirbright Village Primary School.

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
Increase family engagement with school for those children identified as SP.	- All SP parents will attend Parents' Consultation Evenings in Autumn and Spring terms. - More than 50% of SP parents will attend the school's Learning Looks in the spring term as a marker of attendance over the year.
Children will transition into school life quickly so they don't miss any learning times.	All SP children will feel confident and happy at Pirbright within their first six weeks (measured by teachers reviewing with children) or they will have additional support in place to improve this.
Support for children during times of challenge.	School will have a good understanding of the challenges of service life for children and be here to support families when they are needed (ie deployment).
Parents will also feel settled and confident in Pirbright Village Primary School as a safe and secure place for their children to learn.	Parental interactions will be positive with class teachers, they will use the school's open-door policy to raise any queries, survey after the first term.

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)

Activity	Evidence that supports this approach
Service Premium Champion	The Service Premium (SP) funding requires a SP Champion to oversee the provision in school and liaise with various stakeholders to ensure the targets are being met. Liaising with the school military governor, attending military events and working closely with families will allow the school to further understand the challenges and needs of the community.
High Quality Consistent Teaching	The EEF identifies high-quality teaching as the most important lever for improving outcomes for disadvantaged pupils. A consistent whole-school approach to effective teaching ensures that pupils receive high-quality provision every day and reduces reliance on additional intervention. We will review and implement a new Teaching & Learning policy for all staff which highlights the expectations for learning environments.
LSA Training & Support	EEF research demonstrates that teaching assistants are most effective when they are well trained, appropriately deployed and provide structured support that complements, rather than replaces, teacher-led teaching. We will review and implement a new Teaching & Learning policy for all staff which highlights the expectations for learning environments.

Inclusive Teaching	The EEF's 2026 Guide to Inclusive Teaching emphasises that strong universal classroom practice is particularly important for pupils who face additional barriers to learning. Consistent use of approaches such as explicit instruction, scaffolding, modelling, feedback and appropriate adaptations can improve access to learning for a wide range of pupils, including disadvantaged pupils. A Pirbright Inclusion 5 will be implemented so all classroom staff knows the agreed tools to reduce barriers for children's learning.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach
Quality, targeted intervention to close the gaps of children transitioning into Pirbright from another school .	EEF evidence indicates that targeted small-group tuition can have a positive impact, particularly when it is closely matched to identified pupil need. Diagnostic assessment, appropriate group size, trained staff and regular monitoring are important factors in maximising impact. Targeted support can be particularly appropriate for disadvantaged pupils who are not making expected progress. Children will receive intervention priority as part of the school's overall vulnerable pupils and inclusion strategy.

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

Activity	Evidence that supports this approach
PEDALS Team to provide a program of Emotional, Health & Well-Being support.	EEF evidence indicates that social and emotional learning approaches can improve pupils' emotional wellbeing, behaviour and engagement with learning. Support is most effective when it helps pupils develop self-awareness, self-regulation, relationships and strategies for managing emotions, and is embedded within wider whole-school practice.
Nurture Farm Visits	A 2025 systematic review of 14 studies found overall positive effects on pupils' social and emotional outcomes when considering nurture-based provision. Some children need a more bespoke nurture package and this is available as and when needed for Pirbright children.
Extra-curricular support.	Participation in structured extracurricular activities can support pupils' social skills, relationships, confidence and wider development. Providing free access removes financial barriers that may otherwise prevent disadvantaged pupils from participating. EEF evidence on enrichment activities suggests that structured extracurricular provision can contribute to wider outcomes, although the direct impact on academic attainment varies according to the nature and quality of the activity.

	We offer a range of opportunities to enhance the Pirbright experience including additional clubs provision such as multi-sports, badminton and table tennis. Taking part in sports has been shown to improve mental health, concentration and reduce stress. Children accessing the Service Premium funding get clubs priority when we allocate places and can choose a free club to join.
Use of the Military Community Hub (Padlet) to spotlight any key events or school information for parents.	School engagement is key to the success of our pupils and whilst information is published in weekly newsletters from the school, using a second avenue via the military's online noticeboard will reinforce messages and ensure all stakeholders are away of key information. This means other non-school based members of the community can reference and encourage greater parental engagement. Liaison and integration with our local community is important to serve all of our children and opportunities (ie jobs or events) which may benefit non-parental members of the military should be shared so they also have the opportunity to become part of the school. This could also help military parents to feel proud of Pirbright Village Primary School and encourage dialogue between non-members of the school and the current school population.
Linked Governor	Strategic overview of the school's policy and procedures and a greater understanding of the military set up and challenges will strengthen bonds between the two 'camps'. Having a serving member of the Pirbright Military Community on the school's governing body who meets regularly with the school's Service Premium Champion will provide opportunity for discussion and ensure we are working together to benefit all.
Military aimed PVPS key information available for new recruits and incoming members of the army.	Information is key and incoming member of the military should be provided with robust and up to date information regarding PVPS as a school option on arrival. Utilising the military's online community hub to spotlight key information regarding provision for SP children will ensure parents make an informed decision about the school they choose for their children, particularly regarding pastoral and transitional care. Service Premium Champion to prepare documents for upload.

Part B: Review of outcomes in the previous academic year

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please see details on the school's Service Children Pupil Premium Plan for last year. https://pirbrightvillageprimaryschool.web11.juniperwebsites.co.uk/attachments/documents.asp?id=82
What was the impact of that spending on service pupil premium eligible pupils?	• PEDALS ran throughout the whole school year and provided support for the children who needed it

	• Of all children PEDALS saw, 32% of them were SP children. SP children make up 20% of the school population so they were prioritised for PEDALS support.
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