



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	Pirbright Village Primary School
Number of pupils in school	410
Proportion (%) of Pupil Premium eligible pupils	11% (46/410)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Pete Wright
Pupil Premium lead	Chiara Dow
Governor / Trustee lead	Mary Stanley

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£60 450
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	£60 450

Part A: Pupil Premium Strategy Plan

Statement of Intent

Outcomes for our vulnerable children, including those who qualify for the Pupil Premium Grant, permeate all of the choices we make in school and the allocation of resources to ensure that we can help overcome barriers is key. Having high aspirations for all of our learners creates a culture for success but by being mindful of the importance equity can play in a child's outcomes, we aim to level the playing field as much as possible and give children the boost they need to make progress alongside their peers. We try to create as many opportunities as possible for our Pupil Premium children to have rich experiences to build upon their cultural capital whilst instilling our values so that where ever life may take them, they know how to make good choices.

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 (42/410) 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% (81/350) 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).

The attainment data presents a mixed picture across the school, with a significant improvement in outcomes for disadvantaged pupils by the end of Key Stage 2.

In the early years and Key Stage 1, there are notable gaps between disadvantaged and non-disadvantaged pupils, particularly in EYFS Good Level of Development (0% compared with 65%) and the Year 1 Phonics Screening Check (20% compared with 93%). The gap is smaller at Year 4, where 50% of disadvantaged pupils achieved full marks in the Multiplication Check compared with 71% of non-disadvantaged pupils.

By the end of Key Stage 2, the attainment picture is considerably stronger. Disadvantaged pupils achieved outcomes above the national disadvantaged comparator in Reading (82% compared with 63%), Writing (73% compared with 60%), Maths (73% compared with 62%) and GPS (73% compared with 61%). The proportion achieving the expected standard in combined Reading, Writing and Maths was 64%, compared with 49% nationally for disadvantaged pupils, representing a 15 percentage-point advantage.

The data therefore indicates that, although significant gaps remain in the earlier stages of education, particularly in early reading and phonics, the school is successfully supporting disadvantaged pupils to make strong progress towards the end of Key Stage 2. This suggests that the school's focus on high-quality teaching, targeted intervention and wider support is having a positive impact over time.

Attendance remains an area for continued focus. Disadvantaged pupil attendance was 92.4%, compared with 95.7% for all pupils, representing a 3.3 percentage-point gap. Improving attendance and reducing persistent absence therefore remains an important priority within the Pupil Premium Strategy, alongside strengthening provision and outcomes for disadvantaged pupils in the early years and Key Stage 1. This data will feed into the next three-year plan for spending the grant from 2026 onwards.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Pupil Premium children's attainment is below school expectations, particularly in EYFS and KS1.
2	Emotional health and wellbeing: Some Pupil Premium children experience emotional, health and wellbeing challenges which can affect their resilience, self-regulation and readiness to learn.
3	Attendance: Pupil Premium children's attendance is below that of their non-Pupil Premium peers reducing opportunities for consistent engagement with learning.
4	Cultural capital: Some Pupil Premium children have fewer opportunities to develop cultural capital than their peers. Additional experiences and opportunities are therefore needed to broaden their knowledge, experiences and aspirations.

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
Pupil Premium pupils make strong and sustained progress from their individual starting points, reducing the attainment gap with their non-Pupil Premium peers.	- The proportion of Pupil Premium pupils achieving age-related expectations in Reading, Writing and Maths increases year-on-year. - The attainment gap between Pupil Premium and non-Pupil Premium pupils reduces across the school. - Identified gaps in learning are addressed promptly through high-quality classroom provision and targeted support.
Pupil Premium pupils develop greater emotional resilience, self-regulation and confidence, enabling them to engage positively and successfully in learning.	- Identified pupils demonstrate improved emotional regulation and resilience, evidenced through pupil voice, staff observations and wellbeing assessments. - Fewer identified pupils require repeated adult intervention to regulate or re-engage with learning. - Pupils increasingly use agreed strategies independently when experiencing challenge or difficulty. - Pupil voice demonstrates that pupils feel safe, supported and able to seek help when needed.
The attendance of Pupil Premium pupils improves, reducing the gap with their non-Pupil Premium peers and ensuring pupils have consistent access to learning..	- Overall Pupil Premium attendance increases from 92.4%. - The attendance gap between Pupil Premium and non-Pupil Premium pupils reduces. - Attendance concerns are identified and acted upon promptly, with appropriate support offered to families.
Pupil Premium pupils have equitable access to a broad range of experiences that	Pupil Premium pupils participate in a broad range of enrichment, cultural and extracurricular opportunities.

develop their knowledge, interests, aspirations and understanding of the wider world.	• Participation rates in clubs, trips, residentials, visits and other enrichment opportunities increase. • Financial barriers do not prevent Pupil Premium pupils from accessing identified opportunities. • Curriculum and enrichment opportunities provide deliberate opportunities to broaden pupils' experiences and build background knowledge.
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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: £42643.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. This will focus on checking for understanding and inclusive teaching.	1 3
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. This will focus on checking for understanding and inclusive teaching.	1 3
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.	1 3

Priority Children	EEF guidance recommends that additional support is carefully matched to identified barriers and individual pupil need. Regular assessment and monitoring enable schools to target support effectively and adapt provision where it is not having the intended impact. PP children will form part of the Priority Children list and be taught with a Teacher First approach. These will be followed up by micro-interventions when needed.	1 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 21933.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality, targeted intervention to diminish the differences between PP and non-PP.	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.	1 2 3
Little Wandle	Little Wandle is a systematic synthetic phonics programme. There is a strong evidence base for systematic phonics approaches in supporting early reading, with EEF evidence showing positive effects across primary settings. Targeted additional phonics teaching can be particularly effective for pupils who have fallen behind, provided it complements high-quality whole-class phonics teaching. A whole school Little Wandle approach will ensure children keep up with phonics and are able to reduce further barriers to learning by being able to read.	1 3
Language Link	Language Link provides a structured approach to identifying and supporting pupils with speech, language and communication needs. This is particularly valuable for screening younger children and identifying needs early on so we can build their foundational skills across EYFS and Year 1.	1 3
Oracy	There is a strong evidence base for oral language approaches in primary education. EEF evidence indicates that approaches which explicitly develop vocabulary, speaking and listening, questioning and purposeful dialogue can have a positive impact on learning, with particular relevance to literacy.	1 2 3 4

	Whilst evidence is strongest where oral language is integrated into the curriculum rather than delivered as a disconnected intervention, giving PP children some additional time to explore this is valuable for their learning and confidence.	
Lego Therapy	Research into LEGO-based therapy suggests potential benefits for children's social interaction, communication and collaborative skills, particularly for children with autism. This is complementary approach for PP children as appropriate.	1 2 3 4
One Page Profiles for PP children.	One Page Profiles are rooted in person-centred planning and provide a concise way of capturing a pupil's strengths, views, preferences and support needs. Evidence and professional guidance suggest that they can improve information-sharing, support transitions and help staff understand how best to support individual pupils. The evidence is primarily around person-centred practice and implementation rather than direct evidence of improved attainment, so their impact should be evaluated through pupil engagement, wellbeing, participation and consistency of support. This is particularly important as a way to identify some of the context around PP children's live and a great insight for staff.	2 3 4
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.	2 3 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £19494.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. We will prioritise children for PEDALS.	2 3 4
Attendance Champion	EEF guidance identifies improving attendance as an important part of ensuring pupils can access learning consistently. Effective approaches include early identification of absence, understanding individual barriers, positive	1 2 3

	relationships with families and targeted support for pupils at risk of persistent absence. A named Attendance Champion provides clear ownership and supports a consistent, proactive whole-school approach to attendance.	
School uniform provided to children identified as PP.	Financial barriers can affect pupils' participation, belonging and readiness for school. Providing uniform support removes a practical barrier for disadvantaged families and supports pupils to attend school appropriately equipped and feeling included. Parents receive annual uniform vouchers to use with our approved school supplier.	3 4
PEDALS Playtime	EEF evidence indicates that social and emotional learning approaches can improve pupils' emotional wellbeing, behaviour and engagement with learning. Sharing this experience with other children allows PP children to build friendships and networks whilst being supported by known adults.	2 4
Curriculum trips access and support.	Providing financial support for educational visits removes cost as a barrier to participation and enables disadvantaged pupils to access the same curriculum and enrichment experiences as their peers. Educational visits can provide opportunities to build background knowledge, vocabulary and cultural capital. Ensuring children all have equal access to school trips/swimming and additional activities forms a part of our extended curriculum policy but using the Pupil Premium funds to ensure that children can have funded places means the school is able to allocate monies towards those who need it. Voluntary contributions will still be sought but parents in need will have support to access funding available in the local community provided by PEDLAS. Parents know this is a benefit and may be assessed for the PP based on this.	1 3 4
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.	1 2 3 4

	Children accessing the Pupil Premium funding are at greater risk of all of these elements and get clubs priority when we allocate places. Pirbright clubs cost £10 per term and this fee will be waived for parents of PP children.	
Breaktime Fruit	The School Food Standards Agency claim getting children to eat more fruit and vegetables is vital for good health. Introducing children to a wide variety of fruit and vegetables establishes healthy eating habits for life, reducing the risk of heart disease, stroke and some cancers. Many KS2 PP children do not bring a breaktime snack (we have free fruit for KS1 & Reception). Providing this for KS2 children will ensure an increase in concentration which will impact their learning.	1 3
After School Care	Internal monitoring indicates that financial circumstances can act as a barrier to disadvantaged pupils accessing the school's wider enrichment and extended-day opportunities. Pupil Premium funding is therefore used, where appropriate, to subsidise access to Pirbright Club Class for disadvantaged pupils. This aims to remove financial barriers, increase participation in enriching and structured activities, support attendance and engagement, and ensure that disadvantaged pupils have equitable access to the wider opportunities available to their peers.	1 2 3 4

Total budgeted cost: £84 072.28

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Please see

<https://www.pirbrightvillageprimaryschool.com/attachments/documents.asp?id=2622>

for a full review of the impact on children's attainment and progress in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Supporting Social & Emotional Learning	ELSA
Lego Therapy	
SALT Interventions	STIPS

Service Pupil Premium funding (optional)

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

Measure	Details
How do you spend your service Pupil Premium allocation last academic year?	Please see details on the school's Service Children Pupil Premium Plan here. https://www.pirbrightvillageprimaryschool.com/attachments/documents.asp?id=2617