



**Staplehurst School**

**Pupil Premium Strategy Statement**

**2025 - 2026**

# Pupil premium strategy statement – Staplehurst School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Staplehurst School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 <b>2025 – 2026</b> 2026 – 2027
Date this statement was published	September 2024 Updated September 2025
Date on which it will next be reviewed	July 2026
Statement authorised by	L. Wall, Headteacher
Pupil premium lead	J. Tate, Inclusion Leader
Governor / Trustee lead	J. Syred

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,540.00
Pupil premium funding carried forward from previous years	£4000
<b>Total budget for this academic year</b>	<b>£127540</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Staplehurst School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. With children's wellbeing at its heart, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

We endeavor to provide all children with an ambitious, knowledge-rich curriculum, and high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

The activity we have outlined in this statement is intended to support the needs of our most vulnerable pupils, considering the challenges faced by children from a variety of backgrounds, including young carers and those working with a social worker. However, implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, as part of our commitment to narrowing identified gaps in attainment.

At Staplehurst, our approach is responsive to common challenges, yet tailored to meet the needs of all pupils, and is rooted in robust assessment and pupil voice. The approaches we have adopted, a combination of quality first teaching, precision teaching and bespoke intervention, complement each other to help pupils excel and significantly reduce the gap between attainment of our pupil premium and non-pupil premium children in reading, writing and maths. In addition, we strive to promote enrichment across our school and improve cultural capital for our children.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment:</b> Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally experience greater difficulties in reading, writing and mathematics compared to their peers. The pupil premium group consistently underperforms relative to non-pupil premium students. Home engagement is challenging due to lower levels of literacy and numeracy among some disadvantaged families. On entry to Reception class last year, 75% of our disadvantaged pupils arrive below age-related expectations compared to 22% of other pupils. This gap narrows but remains significant to the end of KS2.
2	<b>Parental Engagement:</b> Reluctance to engage with the school is a barrier for some families, stemming from mental health issues, previous negative school experiences, or cultural differences. A lack of confidence among some parents affects their ability to support their children's education at home.
3	<b>Speech and Language:</b> Assessments, observations, and discussions reveal underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These issues are evident from Reception through to KS2 and are more prevalent among disadvantaged pupils. Limited exposure to a wide vocabulary at home, and restricted access to formal spoken English, contribute to these challenges.
4	<b>Extra-Curricular Activities and Cultural Capital:</b> Some families lack aspirational home environments and have limited opportunities for social, cultural, or educational experiences beyond their immediate surroundings. This restricts the development of cultural capital in disadvantaged pupils.
5	<b>Social and Emotional Needs:</b> Mental health issues within the home environment lead to increased levels of anxiety and negatively impact pupils' readiness to learn, and by extension, progress and attainment. There are high numbers of referrals for support with social and emotional needs among disadvantaged pupils. Teacher referrals for support with social and emotional needs remain proportionately higher for disadvantaged than non-disadvantaged pupils, with a higher number of pupils receiving support.
6	<b>Attendance:</b> The overall attendance rate of the pupil premium group is significantly lower than that of non-pupil premium students. A higher percentage of pupil premium children are persistently absent, resulting in substantial knowledge gaps and impeding their progress, especially in reading.

	<p>Our attendance data for last year indicates that attendance among disadvantaged pupils was 7.2% lower for disadvantaged than non-disadvantaged pupils.</p> <p>50.6% of disadvantaged pupils have been 'persistently absent' compared to 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p><b>Gypsy, Roma, and Traveller (GRT) Pupils:</b> Our school has a higher proportion of GRT children (12.8%) compared to the Kent average (1.1%). This presents cultural challenges regarding school expectations and home life, compounding other identified issues such as attendance difficulties.</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																
Disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check and by the end of KS2 in core subjects.	<p>% of disadvantaged pupils meet or exceed the expected standards in reading, writing, and math by the end of KS2, in line with their non-disadvantaged peers.</p> <p>A reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers across school and all pupils nationally in core subjects by the end of KS2.</p> <p><b>PP vs Non PP Reading outcomes 2023 2024</b></p> <table border="1"> <tr> <td>PP</td><td><b>41%</b></td></tr> <tr> <td>Non PP</td><td><b>62%</b></td></tr> <tr> <td>Gap</td><td>20%</td></tr> <tr> <td>National</td><td>74%</td></tr> </table> <p><b>PP vs Non PP Writing outcomes 2023 2024</b></p> <table border="1"> <tr> <td>PP</td><td><b>33%</b></td></tr> <tr> <td>Non PP</td><td><b>75%</b></td></tr> <tr> <td>Gap</td><td>42%</td></tr> <tr> <td>National</td><td>72%</td></tr> </table>	PP	<b>41%</b>	Non PP	<b>62%</b>	Gap	20%	National	74%	PP	<b>33%</b>	Non PP	<b>75%</b>	Gap	42%	National	72%
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### PP vs Non PP Maths outcomes 2023 2024

PP	25%
Non PP	70%
Gap	45%
National	73%

% of disadvantaged pupils pass the phonics check in line with their non-disadvantaged peers.

Phonics check data for disadvantaged pupils is in line with that of all pupils nationally.

### PP vs Non PP Phonics Check Outcomes 2023 2024

PP	57%
Non PP	84%
Gap	27%
National	71.4%

% of disadvantaged pupils pass the times table check, in line with their non-disadvantaged peers.

Times Table check data for disadvantaged pupils is in line with that of all pupils nationally.

### PP vs Non PP Multiplation Check Outcomes 2023 2024

PP	0%
Non PP	30%
Gap	30%
National	34%

<p>An increased number of disadvantaged pupils achieving at greater depth in core subjects, indicating accelerated progress and higher attainment.</p>	<p>Data collection shows year-on-year increase in the percentage of disadvantaged pupils achieving greater depth in core subjects.</p> <p>Year 6 meetings demonstrate progress for key pupils through gap analysis</p> <p><b>PP vs Non PP Reading outcomes 2023 2024</b></p> <table border="1"> <tr> <td>PP</td><td>8% GD</td></tr> <tr> <td>Non PP</td><td>28% GD</td></tr> <tr> <td>Gap</td><td>20%</td></tr> <tr> <td>National</td><td></td></tr> </table> <p><b>PP vs Non PP Writing outcomes 2023 2024</b></p> <table border="1"> <tr> <td>PP</td><td>8% GD</td></tr> <tr> <td>Non PP</td><td>9% GD</td></tr> <tr> <td>Gap</td><td>1%</td></tr> <tr> <td>National</td><td></td></tr> </table> <p><b>PP vs Non PP Maths outcomes 2023 2024</b></p> <table border="1"> <tr> <td>PP</td><td>8% GD</td></tr> <tr> <td>Non PP</td><td>17% EXP+</td></tr> <tr> <td>Gap</td><td>9%</td></tr> <tr> <td>National</td><td></td></tr> </table>	PP	8% GD	Non PP	28% GD	Gap	20%	National		PP	8% GD	Non PP	9% GD	Gap	1%	National		PP	8% GD	Non PP	17% EXP+	Gap	9%	National	
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<p>Accelerated progress for disadvantaged pupils in core subjects.</p>	<p>Expected or better progress in reading, writing, and math for all disadvantaged pupils between KS1 and KS2, with disadvantaged pupils making accelerated progress to move their attainment in line with their non-disadvantaged peers</p> <p><b>PP vs Non PP progress measures 2023-2024</b></p> <p><b>Expected or better progress</b></p> <table border="1"> <thead> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>PP</td><td>43%</td><td>100%</td><td>38%</td></tr> <tr> <td>Non PP</td><td>70%</td><td>100%</td><td>79%</td></tr> <tr> <td>Gap</td><td>27%</td><td>0%</td><td>41%</td></tr> </tbody> </table>		Reading	Writing	Maths	PP	43%	100%	38%	Non PP	70%	100%	79%	Gap	27%	0%	41%								
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	<p><b>Better than expected progress</b></p> <table border="1" data-bbox="547 258 1330 482"> <thead> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>PP</td><td>29%</td><td>25%</td><td>0%</td></tr> <tr> <td>Non PP</td><td>21%</td><td>53%</td><td>28%</td></tr> <tr> <td>Gap</td><td>-8%</td><td>28%</td><td>28%</td></tr> </tbody> </table>		Reading	Writing	Maths	PP	29%	25%	0%	Non PP	21%	53%	28%	Gap	-8%	28%	28%
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<p>Increased parental engagement in school activities, overcoming barriers related to mental health, past school experiences, and cultural differences.</p>	<p>% of PP parents attending consultations is at least in line with Non PP Parents.</p> <p>Parent workshops recorded and sent to parents or made available via school website.</p>																
<p>Improved early identification of Speech and Language concerns leading to improved oral language skills and vocabulary for all pupils in our school, particularly disadvantaged pupils.</p>	<p>All children in EYFS are screened for speech and language concerns within the first term and all disadvantaged pupils accessing identified necessary support in school.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech and Language support programmes are identified and impact is recorded on class provision maps.</p>																
<p>Increased participation of disadvantaged pupils in extracurricular activities, providing broader social, cultural and educational experiences.</p>	<p>All disadvantaged pupils have access to a variety of enrichment activities, fostering personal development and wider learning opportunities through funding for educational visits and experiences, music tuition costs etc.</p> <p>School club places offered to PP children first and attendance recorded and monitored to secure improved % attendance.</p>																
<p>Effective social and emotional wellbeing support for all pupils and families, but particularly those identified as disadvantaged, leading to reduced anxiety</p>	<p>Children and families across the school access Spurgeon's Counsellor and Emotional Wellbeing Practitioner support when needed.</p> <p>Social, Emotional and Mental Health targets and provision incorporated into school provision map and impact recorded, with Boxall Assessment used to measure impact.</p>																

levels and improved readiness to learn.													
Sustained improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained improved overall attendance and reduced persistent absenteeism among all students, particularly pupil premium students</p> <p><b>PP vs Non PP Attendance 2022/23 and 2023/24</b></p> <table border="1"> <thead> <tr> <th></th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>89.4%</td> <td>87.5%</td> </tr> <tr> <td>Non PP</td> <td><b>95%</b></td> <td><b>94.7%</b></td> </tr> <tr> <td>Gap</td> <td>5.6%</td> <td>7.2%</td> </tr> </tbody> </table> <p>The overall whole school attendance to move to 97%.</p> <p>The overall attendance for PP children to move from 87.5% to 95%, reducing the gap between PP and non-PP.</p> <p>The overall persistent absence for whole school to move from 22.4% to X%.</p> <p>The overall percentage of disadvantaged children persistently absent to move from 50.6% to 22%, reducing the gap to 6% between PP and non-PP (current gap is X%)</p>		2022/23	2023/24	PP	89.4%	87.5%	Non PP	<b>95%</b>	<b>94.7%</b>	Gap	5.6%	7.2%
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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: **£37,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching and Leadership Release</b>  We prioritise Quality First Teaching, ensuring that our	High quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students: <a href="#">Supporting the attainment</a>	1

<p>staff receive regular CPD through our Professional Development Pathway. This supports best practices, including adapting teaching for children with additional needs using the Mainstream Core Standards in recognition that 30% of our children on the SEN Register also receive Pupil Premium Funding. Additionally, we will allocate leader release time to enhance our Literacy and Maths curriculum in line with EEF guidance, embedding these key elements in our school.</p>	<p><a href="#"><u>of disadvantaged pupils: articulating success and good practice</u></a></p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p>	
<p><b>Instructional Coaching</b></p> <p>Instructional Coaching and deliberate practice are essential for enhancing teaching quality and improving student outcomes. We will fund additional teacher release time to ensure full engagement with coaching and to enable staff to undertake professional development, including National Professional Qualifications (NPQs).</p>	<p><a href="#"><u>Effective Professional Development   EEF</u></a></p> <p>Ensuring all children have access to high quality teaching is the number one priority to improving outcomes for disadvantaged pupils. High quality continuous professional development of teachers is crucial to support this. Using the strategy of deliberate practice to improve teaching and disrupt a teacher's existing stasis has been shown to lead to new and improved teacher habits.</p> <p><a href="#"><u>Coaching for teaching and learning: practical guide for schools</u></a> identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment.</p>	1
<p><b>TA CPD</b></p> <p>We are committed to providing regular training for Teaching Assistants (TAs) (including 1:1 TAs and HLTAAs) outside of school hours to enhance the quality of teaching support. This ensures that TAs have access to the same high-quality</p>	<p><a href="#"><u>Making Best Use of Teaching Assistants   EEF</u></a></p> <p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in</p>	1, 3, 5

CPD as their teacher colleagues, enabling them to effectively address the needs of the lowest 20% of students through our staged approach.	structured settings with high quality support and training.	
<b>Writing Implementation</b>  We are committed to developing our writing curriculum to raise literacy standards, particularly for disadvantaged pupils. This will involve implementing targeted strategies to improve writing skills, through high quality CPD for all staff. By providing tailored support and promoting high expectations, we aim to close the attainment gap and ensure that all pupils, especially those from disadvantaged backgrounds, achieve strong outcomes in writing.	High quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students: <a href="#"><u>Supporting the attainment of disadvantaged pupils: articulating success and good practice</u></a>  “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).	

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

Budgeted cost: **£51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Booster groups and Tutoring</b>  We will utilise highly experienced teachers, including senior leaders, to work with Years 5 and 6. This initiative will provide targeted Reading, Writing and Maths instruction in smaller group sizes, with a particular focus on pupils in receipt of Pupil Premium funding, including after school tutoring. This	<a href="#"><u>Small group tuition   EEF</u></a>  Small group tuition provides additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year due to small group sizes, and an impact of 6 months due to increased feedback.	1, 7

<p>approach aims to enhance individual learning outcomes and ensure that all students receive the support they need to succeed.</p>	<p><a href="#">Reading Comprehension Strategies   EEF</a> (+6 months)</p>	
<p><b>Same Day Intervention Groups</b></p> <p>We will implement Same Day Intervention Groups to provide catch-up sessions for Pupil Premium and other pupils. These sessions will offer 1:1 and small group support to address gaps in Phonics and Numeracy, promptly addressing misconceptions each day. This initiative is designed to support the lowest 20% of students in each year group, ensuring timely and effective intervention, with disadvantaged pupils given priority places each day.</p>	<p><a href="#">Small group tuition   EEF</a></p> <p>Small group tuition provides additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year due to small group sizes, and an impact of 6 months due to increased feedback.</p> <p><a href="#">Feedback   EEF</a> (+6 months)</p>	<p>1, 6, 7</p>
<p><b>Literacy HLTA Support</b></p> <p>A dedicated Higher Level Teaching Assistant (HLTA) will be deployed to provide targeted support for disadvantaged pupils requiring additional assistance with Literacy development across EYFS and KS1. This support will encompass Phonics and Speech and Language, ensuring that these pupils receive the necessary resources to enhance their literacy skills effectively.</p>	<p><a href="#">Phonics   EEF</a> (+5 months)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Oral Language Interventions   EEF</a> (+6 months)</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> (+4 months)</p>	<p>1, 3</p>
<p><b>Teaching Assistants</b></p> <p>Each year group will have a full-time TA dedicated to supporting all pupils. TAs will provide both academic (including phonics) and social and emotional support.</p>	<p>15% of our disadvantaged pupils are also on our SEN register. By employing TAs to each year group, we are able to ensure that these children are receiving the best possible support.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> (+4 months)</p>	<p>1, 3, 5, 7</p>

<p>Working alongside class teachers, TAs will offer individual and small group learning assistance to ensure that pupils receive the targeted help they need to succeed. This dual approach aims to enhance social and emotional development while also addressing specific learning needs, creating a well-rounded support system for our students.</p>	<p><a href="#">Phonics   EEF</a> (+5 months)</p> <p>Learning mentors are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (<a href="#">UoC, 2017</a>).</p> <p><a href="#">Improving Behaviour in Schools   EEF</a> identifies 3 months + behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learning environment where need is identified</p>	
<p><b>Nurture Provision</b></p> <p>We will implement two key initiatives to support our most vulnerable pupils and enhance their social and emotional development and academic readiness</p> <p><b>Welcome Club</b> focuses on supporting vulnerable children during their transition from home to school each morning, providing a nurturing environment to help these students manage emotional challenges, ensuring they are prepared and ready to engage in their classroom activities.</p> <p><b>Nurture Lunch Group</b> designed for pupils who struggle with less structured play, provides a supportive lunchtime environment that helps students develop social skills and navigate peer interactions, so they are better prepared and focused for afternoon learning sessions.</p>	<p>'Nurture groups: a large-scale, controlled study of effects on developmental and academic attainment' (Reynolds, MacKay and Kearney, 2009) found that there was a 26.7% increase in academic attainment in children attending nurture groups over a six-month period, an increase of 10.3% compared to the control group.'</p> <p><a href="#">From Theory to Practice: Insights from Nurture UK's Research Reports on Children's Wellbeing and Learning</a></p>	<p>1, 5, 6, 7</p>

<p><b>Speech and Language Link:</b></p> <p>We will embed Language Link assessments and intervention groups to support children's language development, ensuring that all EYFS children are screened in the first term. Our commitment includes a subscription to Language and Speech Link resources and CPD to enhance TA's skills and understanding in supporting language development. This approach will provide comprehensive support tailored to individual needs, fostering improved language outcomes for all students.</p>	<p><a href="#">Early Language Development   EEF</a> Oral language interventions, including high quality classroom discussion, and small group support, can have a positive impact on pupils' reading, comprehension, speaking and listening skills.</p> <p><a href="#">Oral Language Interventions   EEF</a> (+6 months)</p>	1, 3
<p><b>Sensory Circuits</b></p> <p>We offer Sensory Circuits groups each morning for both KS1 and KS2 pupils, investing in new equipment to support all students. These circuits provide a structured routine designed to help pupils regulate their sensory needs and improve their readiness to learn. By integrating these sessions into the daily schedule, we aim to enhance students' focus and engagement throughout the school day.</p>	<p>NHS – 'many children can benefit from attending a sensory circuit even for a short period of time'.</p> <p><a href="#">Children's Occupational Therapy Services - Sensory Motor Circuits</a></p>	1, 5, 6, 7

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

Budgeted cost: £39, 040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment opportunities</b></p> <p>We offer a range of enrichment opportunities for children in</p>	<p><a href="#">Life skills and enrichment   EEF</a> and the intrinsic benefits to ensure all children, including those from</p>	2, 4, 6, 7

<p>receipt of the Pupil Premium grant, including subsidised trips and residential experiences. Additionally, we provide financial support for participation in out-of-school extracurricular activities, ensuring that all students have access to a broad spectrum of enriching experiences beyond the classroom.</p>	<p>disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	
<p><b>Clubs</b></p> <p>We offered additional lunch and after school sports clubs for Pupil Premium and disadvantaged pupils, with priority spaces for identified pupils.</p>	<p><a href="#">Physical Exercise   EEF</a></p>	<p>4, 5</p>
<p><b>School Counsellor</b></p> <p>We invest in a dedicated Spurgeon's School Counsellor to provide specialised support for children with significant emotional needs. Our counsellor offers targeted interventions to help students navigate and manage their emotional challenges, fostering their overall well-being and resilience. This investment ensures that children receive professional guidance and support, contributing to a supportive school environment that prioritises their mental health and emotional development.</p>	<p>School-based counselling leads to significant reductions in pupils' psychological distress over the longterm, compared to pupils who only received pastoral care.</p> <p><a href="#">British Association for Counselling and Psychotherapy   Effectiveness of school counselling revealed in new research</a></p>	<p>5</p>
<p><b>Family Liaison Officer</b></p> <p>Our Family Liaison Officer plays a crucial role in providing pastoral care and support for vulnerable children and their families. This includes offering assistance with mental health challenges and addressing</p>	<p>Pastoral care is a stepping-stone to academic achievement and is something that happens both inside and outside of the classroom.</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p>	<p>2, 5, 6, 7</p>

<p>issues related to attendance, ensuring that families receive the necessary guidance and resources to support their children's well-being and academic success.</p>	<p><a href="#"><u>Parental engagement   EEF</u></a>  (+4 months)</p> <p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (<a href="#">EEF, 2021</a>).</p>	
<p><b>Education Welfare Officer</b></p> <p>Our Education Welfare Officer is integral to our attendance team, focusing on rigorous monitoring of student attendance. They work collaboratively to ensure consistent and effective tracking of attendance patterns for all children. Additionally, the officer provides targeted support to parents, helping them to maximize their child's attendance and address any barriers that may affect regular school participation.</p>	<p><a href="#"><u>DfE Supporting the attainment of disadvantaged pupils: articulating success and good practice</u></a></p> <p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance.</p> <p>Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (<a href="#">NFER, 2015</a>).</p> <p><a href="#"><u>Ofsted: The Pupil Premium - How schools are spending the funding to successfully maximise achievement</u></a></p>	2, 6, 7
<p><b>Subsidised Wrap-Around Care</b></p> <p>To support attendance and engagement, we provide subsidised wrap-around care for Pupil Premium families, including Breakfast Club and After School Club. This initiative aims to encourage regular school attendance by offering accessible and affordable care options, while also promoting participation in extracurricular activities. By alleviating potential barriers related to before- and after-school care, we help ensure that students can fully engage</p>	<p>Less than 90 per cent attendance, incurs many costs - economic, social and psychological - not only for the children and young people involved, but also for their communities and for society at large.</p> <p><a href="#"><u>School attendance, exclusion and persistent absence   BPS</u></a></p>	2, 6

with their educational opportunities.		
<p><b>Kent Emotional Wellbeing Practitioner</b></p> <p>Our EWP collaborates closely with the Inclusion Team to provide high-quality support, addressing emotional and psychological needs, enhancing overall student wellbeing and fostering a supportive environment for families. This integrated approach ensures comprehensive support tailored to individual needs, promoting better outcomes for our school community.</p>	<p>A successful strategy for addressing disadvantage should be underpinned by high expectations, positive relationships between the children, their families, school life and learning.</p> <p><a href="#"><u>EEF Promising Project</u></a>  <a href="#"><u>'Characteristics of Deprivation'</u></a></p>	2, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £127,540**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, speech and language need and wellbeing.

This impact report for the school year 2024/25 can be found on the school website:  
[Pupil Premium | Staplehurst School](#)

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programmes

Programme	Provider

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. 'Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of **verbal feedback** impacts of +7 Months.'
- **Positive discrimination** towards our disadvantaged pupils. "As early as 1967, the Plowden Report made a case for greater resources to be given to poorer children and the schools that taught them. They did not want mere equality but 'positive discrimination'." At Staplehurst School we positively discriminate towards our PP group by:
  - Prioritising children for **Cold Calling**
  - Prioritising children for **Same Day Intervention**
  - Prioritising children for **catch up after absence/missed learning** in SDI
  - Prioritising children for **marking/feedback**
  - Prioritising children for places in **After School Clubs**
  - Prioritising children to join **School Council and Learning Ambassadors**.