

# Pupil premium strategy statement

December 2025

This statement details our school's use of pupil premium for the 2024 to 2025 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	Old Bexley CE Primary
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	Pupils (%)
Academic year/years that our current pupil premium strategy plan covers	Year 1 - 2024/2025 Year 2 - 2025/2026 Year 3 - 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Jill Ivil - Principal
Pupil premium lead	Jill Ivil - Principal Joanne Netherton - Vice Principal
Governor / Trustee lead	Mr S Khan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,987.50
Recovery premium funding allocation this academic year	£0
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	£57,987.50

# Part A: Pupil premium strategy plan

## Statement of intent

At Old Bexley CE Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, **flourish in their learning**, making good progress and achieve high attainments across all subject areas, including progress for those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, and to **live life in all its fullness**.

We consider the challenges faced by vulnerable pupils, including those who are young carers or who have or have had a social worker helping their family, **valuing each child as a unique and made in the image of God**. The activity we have outlined in this statement is also intended to support their needs, and to **guide them to produce the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control**, regardless of whether they are disadvantaged or not.

We believe quality-first teaching is at the heart of our approach, alongside effective SEL support for our pupils and their families, and, as such, we value high quality CPD for our staff to ensure they deliver an education of the highest standards, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the PP attainment gap and at the same time will also benefit the non-PP pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, based around our robust diagnostic assessment and pupil progress reviews, which happen throughout the year. The approaches we have put in place complement each other to help pupils excel. To ensure they are effective we will:

- Ensure PP pupils are challenged in the work that they are set
- Use effective early intervention strategies at the point need is identified
- Adopt a whole school tiered approach in which all staff take responsibility for Pupil Premium pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations of reading records and discussions with pupils suggest PP pupils generally have greater difficulties with phonics than their peers and read less at home.

	<p>This negatively impacts their development as readers as they move through the school and there remains a significant gap between our disadvantaged and non-disadvantaged pupils. Robust reading assessments at the beginning of KS2 showed that our September 2024 cohort had 27% of our KS2 PP pupils having a reading age significantly below their age. This has decreased this year, with our September 2025 data showing that 18% of our KS2 PP pupils have a reading age significantly below their age. However, although our reading attainment was above 80%, our disadvantaged pupils were significantly below at 29% at the end of 2025.</p>
2	<p>Internal and external data, alongside our (PIXL) assessments indicate that reading and maths attainment among PP pupils is significantly below that of non-PP pupils.</p> <p>On entry to Reception, in the last 2 years, PP pupils arrive around 35% lower in many areas of the Early Years curriculum but particularly in listening, attention and understanding, speaking and early literacy skills.</p>
3	<p>Our diagnostic assessments (including our mental health referrals and discussions during our Vulnerable Pupil Meetings), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family circumstances, anxiety in pupils and a lack of enrichment opportunities and socializing due to the cost-of-living crisis. These challenges particularly affect PP pupils, including their attainment.</p> <p>There were 26 referrals made in 2024/25 (including those for EBSA) with 5 of those being disadvantaged pupils (19%). Although this has decreased for the school as a whole, 7 less than the previous year, it has increased for our disadvantaged pupils, going up to 30%</p> <p>78 pupils across the school accessed additional support with their social and emotional needs in 2024/25 (35 of whom are disadvantaged 45%), receiving small group or 1:1 intervention. This remains a challenge for our disadvantaged pupils.</p>
4	<p>Our attendance data from year 2024/25 indicates that the gap between PP and non-PP is narrowing: 1.66% difference compared to 3.15% the previous year. Our assessments and observations indicate that absenteeism impacts negatively on PP pupils' progress and it continues to remain a focus.</p> <p>Our attendance summary shows that during 2024/25, 26 of 592 pupils were flagged as showing "persistent absence". 4 of these were PP (8.8%) compared to non-PP (4.02%) A gap of 4.78% compared to a gap of 20.2% the previous year. This is a narrowing of 15.42% We will continue to monitor this data to ensure persistent absence in our PP group does not increase.</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
Improved phonic knowledge KS1.	60% of PP pupils will meet the phonic threshold by 2026/27.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes for PP pupils from 2024/25 to 2026/27 will rise to 60%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for PP pupils from 2024/25 to 2026/27 will rise to 60%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils.	<p>Sustained high levels of wellbeing from 2024/25 to 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a reduction in referrals for support</li> <li>● build strong links with our families</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our PP pupils	<p>Sustained high attendance from 2024/25 to 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>● The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 3%.</li> </ul> <p>2025 attendance all 2025 Gap between</p> <ul style="list-style-type: none"> <li>● The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being the same as, or lower than their peers.</li> <li>● To work closely with the EWO and families to build strong, supportive links.</li> </ul>

## 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: £14,925.22**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a highly trained Phonics lead and Dyslexia Teacher to deliver CPD on reading and phonics. Provide workshops for parents.</p> <p>Purchase more resources (Rapid catch-up age 7+ word cards and decodable books for KS2) for the DfE validated Systematic Phonic Programme “Little Wandle” to secure stronger phonics.</p> <p>Phonics Teacher to deliver “Rapid catch up” programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 &amp; 2</p>
<p>Ensuring pupils have access to a broad and ambitious music curriculum.</p>	<p>Structured music training significantly enhances children's cognitive abilities, including planning, short-term memory, and self-control (executive functions). These are transferable skills vital for academic success in all subjects. Specifically for disadvantaged pupils, engagement in high-quality music training is associated with increases in reading scores and a strengthening of the neural encoding of speech. <a href="https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf">https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf</a></p>	<p>1, 2 and 3</p>

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

**Budgeted cost: £31,083.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff and resources to provide class support, working alongside the Class Teacher and small group phonic tuition sessions targeted at PP pupils.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2
Small group Reading interventions - Reading comprehension strategies to support pupils to comprehend the meaning of what they are reading.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 & 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including EBSA toolkit.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  Using an EBSA (Emotionally Based School Avoidance) toolkit helps schools, parents, and pupils identify triggers for anxiety, break the avoidance cycle, and build coping strategies, leading to improved attendance, reduced stress, better mental well-being, and stronger home-school partnerships by providing structured ways to assess, plan, and implement support for returning to school effectively. ( <a href="#">Bexley LA Training and Research</a> )	3

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

**Budgeted cost: £11,979.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development, training for staff and support resources (e.g. wobble cushions)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>TA pastoral &amp; wellbeing support for pupils and whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>To improve attendance, particularly of disadvantaged pupils and those causing concern. School Principal and key staff alongside EWO, to address any issues of poor attendance and punctuality. Advice and support to identified families is provided.</p>	<p>Poor attendance is more likely in pupils from socio-economically disadvantaged backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group. Improved attendance of pupils is encouraged by praising and rewarding good attendance through certificates, badges, vouchers and trips for example. Where necessary, help families financially to ensure they can get their children to school (transportation).</p> <p>Supporting attendance   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	<p>4</p>

**Total budgeted cost: £57,987.43**

## 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 2024 to 2025 academic year.

National end of year data 2024-2025 for KS1/2			
National average			
<b>Key Stage 1</b>	<b>No in Cohort: 89 All Pupils</b>		
<b>% achieving the expected standard or above</b>			
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>r/w/m combined</b>
75%	65%	75%	68.5%
<b>% achieving greater depth</b>			
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>r/w/m combined</b>
15%	0%	24%	0%
<b>Key Stage 1</b>	<b>No in Cohort: 5 Pupil Premium</b>		
<b>% achieving the expected standard or above</b>			
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>r/w/m combined</b>
100%	100%	80%	60%
	GPS (60%)		
<b>% achieving greater depth</b>			
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>r/w/m combined</b>
20%	0%	40%	0%

<b>Key Stage 2</b>	<b>No in Cohort: 109</b>			
<b>% achieving the expected standard or above</b>				
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>	<b>r/w/m combined</b>
80%	73%	79%	77%	67%
<b>% achieving greater depth</b>				
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>	<b>r/w/m combined</b>
44%	17%	46%	37%	13%

<b>Key Stage 2</b>	<b>No in Cohort: 8 Pupil Premium</b>			
<b>% achieving the expected standard or above</b>				
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>	<b>r/w/m combined</b>
38%	50%	50%	50%	38%
<b>% achieving greater depth</b>				
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>	<b>r/w/m combined</b>
38%	0%	25%	13%	0%

We have analysed the performance of our school's disadvantaged pupils during the 2024 / 25 academic year, using national assessment data, our Trust data and our own internal summative and formative assessments.

The data demonstrated although phonics success in Year 1 was not as good this year with 25% (4 pupils) of Pupil Premium pupils achieving the pass mark in the screening test, (1 pupil was disapplied, 2 pupil are on the ASD/ ADHD pathway) we increased our Year 2 result 100%. This in turn is affecting our pupils' reading achievements with 100% of Pupil Premium pupils achieving the expected outcome, an increase of 28% from the 2024. KS 2 SAT results were lower than the previous year. Barriers to learning included 3 of the 8 pupils having an SEN and 8 of the 9 pupils having a high mental health and well-being need with involvement from outside agencies.

We have also drawn on school data and observations to assess wider issues affecting disadvantaged pupils' performance. This included attendance reports and meetings with the EWO, behaviour reports and wellbeing reports, alongside notes from meetings.

### Attendance 2024-2025

Whole school: 96.29 (up 0.48%) Absence: 3.71%  
Non Pupil Premium: 96.41 (up 0.36) Absence: 3.59%  
Pupil Premium – 94.75 (up 1.85%) Absence: 5.25%

The overall absence rate for all pupils at the end of our 3-year strategy plan was 4.19%, hitting our target of no more than 4.5%. We continue to work hard to reach this target, improving PP attendance by 1.85%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to decrease and is currently 1.66%.

Persistent absence (90% or lower)

26 pupils (a drop of 27 pupils) across the school 4.39% compared to 8.28% last year (a drop of 3.89%) (22 of those were PP pupils 84%).

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by the end of 2026 /27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicate that the reading scheme we have been using over the past 2 years, Little Wandle and targeted interventions run by a highly trained member of staff are having a positive impact.

A continued wellbeing support priority across the school remains a focus for us to ensure our pupils have the best opportunities to reach their potential.

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

*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
CUSP Curriculum	CUSP
Science Ninjas	CLEAPS

## Service pupil premium funding (optional)

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

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

- Utilising a *Therapy Dog* who comes in weekly to support the wellbeing of pupils across the school, particularly disadvantaged pupils.
- Training and support from CLEAPS through “Science Ninjas” a practical approach to teaching Science
- Utilising CPD – Trauma Resilient Classrooms – A Trauma Informed Approach for Primary Educators by Mind Work Matters training
- Support from the EWO. We hold fortnightly meetings between the Principal, Attendance Officer and Educational Welfare Officer with the aim to support families whose attendance is persistently low.

### **Planning, implementation and evaluation**

In planning our 3-year strategy, we evaluated why previous activities undertaken have not had the level of impact we had expected.

Each year we triangulate our evidence collected through assessments, observations & book scrutinises and discussions with pupils, staff and parents, using guidance from the EEF, including The EEF Guide to the Pupil Premium, the Menu of Approaches: evidence brief and supporting resources and The Tiered approach to Pupil Premium Spending to support our choices.

At the beginning of each academic year, a diagnostic assessment is carried out against each pupil on our Pupil Premium register. This assessment tool applies a range of criteria to identify pupils who are likely to need additional support. This includes: SEND, attendance, behaviour for learning, progress and mental and physical health.

We believe we have a robust provision of support and strategies in place for our disadvantaged pupils and hope that over time we secure better outcomes for our pupils.