

Pupil premium strategy statement for Sellindge Primary School 2025-26



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Sellindge Primary School
Number of pupils in school	199
Proportion (%) of pupils in receipt of FSM	18% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss Jo Wren (Headteacher)
Pupil premium lead	Miss Jo Wren (Headteacher)
Governor Monitoring Group	Mr Dan Bennett Miss Diane Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59 085
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	£59 085

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that every disadvantaged pupil at Sellindge Primary School (the “pupil premium cohort”) secures strong, sustained academic progress and the broader personal development they need to thrive in school and beyond. We aim to close gaps in attainment and opportunity between pupils eligible for Free School Meals (FSM) and their peers by removing barriers to learning, strengthening high-quality teaching, delivering targeted academic support and providing the wider social, emotional and attendance support that disadvantaged pupils need.

Ultimate objectives

- Raise FSM pupils’ attainment in reading and mathematics to be in line with national age-related expectations as quickly as possible, and to reduce the % working below expectations year-on-year.
- Increase FSM pupils’ school attendance and reduce unauthorised absence so they can access the full curriculum offer.
- Improve pupils’ capacity to learn (concentration, working memory, long-term memory) so that classroom teaching is effective and gains are retained.
- Ensure FSM pupils enjoy fully equitable access to wider curriculum and enrichment so they develop cultural capital and broader aspirations.

Key principles

- Evidence-driven: use high-quality research (EEF guidance/toolkits and trials) to choose approaches and structure evaluation.
- Curriculum-first: interventions are aligned closely to the school curriculum and to long-term memory strategies highlighted in the school improvement plan.
- Early, targeted support: identify pupils early using assessment and attendance data, provide intensive small-group or 1:1 support, evaluate impact and adapt.
- Whole-school coherence: activity is coordinated so pupils experience consistent expectations, routines and recovery approaches.
- Proportionate universalism: whole-school improvements plus additional intensity for those with the greatest need.
- Transparent monitoring: define success criteria and review progress with governors.

Challenges/Barriers

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

Challenge number	Detail of challenge
1	Attendance The average attendance for pupils eligible for Free School Meals (FSM) was 91.2% in 2024–25. Notably, 5.12% of absences were unauthorised, a figure higher than that of other demographic groups.
2	Special Educational Needs (SEN) 37% of the FSM cohort are also identified as having Special Educational Needs, indicating a significant overlap that may require targeted support.
3	Reading: 58% of FSM pupils were working below age-related expectations. Mathematics: 56% of FSM pupils were working below age-related expectations
4	Barriers to Learning Identified by Teachers: Concentration: Teachers have reported that 69% of FSM pupils experience difficulties with concentration, which impacts their learning.

	Working and Long-Term Memory: 57% of FSM pupils were identified as having challenges with working and long-term memory, affecting their ability to retain and apply knowledge over time.
5	Some pupils eligible for Free School Meals (FSM) face financial barriers that limit their access to wider curriculum opportunities beyond the classroom. These families are often only able to make minimal contributions to extended school activities and enrichment events, which can restrict pupils' participation and experiences.

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
1. Improved attendance for FSM pupils	FSM cohort attendance increases from 91.2% to $\geq 95\%$ within 2 academic years; unauthorised absence reduced from 5.12% within 2 years. Attendance monitoring shows termly improvement and reduction in persistent absence among FSM pupils. (Evidence base: EEF Attendance REA.) EEF Attendance Interventions REA
2. Reduced SEND-related and cognitive barriers to learning	For FSM pupils with SEND and/or identified memory/concentration difficulties: 75% will show measurable improvement on personalised within 12 months; interventions for those pupils will produce demonstrable gains in curriculum outcomes (Use evidence-based SEND and working-memory approaches.) EEF Improving Working Memory project
3. Reading attainment for FSM pupils rises	% FSM at age-related expectations in reading increases from current (42%) to 65% in 2 years and to $\geq 75\%$ in 3 years. Phonics and small-group reading interventions implemented with fidelity; accelerated reading fluency and comprehension measured termly. [EEF – Phonics; EEF – Small group tuition] (see evidence links below) EEF Phonics toolkit
4. Maths attainment for FSM pupils rises	% FSM at age-related expectations in mathematics increases from current (44%) to 65% in 2 years and to $\geq 75\%$ in 3 years; targeted small-group tuition and diagnostic teaching lead to measurable termly progress (aggregate +6 months per year for pupils in small-group tuition). [EEF – Small group tuition & tuition guidance] [EEF Small group tuition] (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/)
5. Improved learning behaviours (concentration, memory, metacognition)	Teacher ratings show reduction of observed concentration difficulties from 69% to $\leq 40\%$ among FSM pupils within 18 months; working-memory screening shows improvements for pupils receiving working-memory interventions; metacognitive strategies are embedded in classroom practice and pupil self-regulation measures increase across cohorts. [EEF – Metacognition guidance; EEF Improving Working Memory] [EEF Metacognition guidance] (https://educationendowmentfoundation.org.uk/guidance-for-teachers/metacognition-and-self-regulated-learning)

6. Full access to enrichment and school life	100% of FSM pupils able to attend at least one enrichment activity per term (school funds/subsidies used); take-up of clubs/trips among FSM pupils increases to parity with peers within 12 months; annual pupil feedback shows increased engagement and sense of belonging. (Supported by targeted funding and EEF evidence on parental engagement and meal provision when addressing non-academic barriers.) [EEF Parental engagement; EEF Attendance REA] [EEF Parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)
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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 -Tier 1

Budgeted cost: £ 7 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme on building knowledge into long-term memory and retrieval practice (aligned to school improvement priorities 1.1a–1.1c). Programme includes: lesson design, resources cumulative quizzing, curriculum maps that sequence knowledge, and subject “simmer/boil” review cycles for refinement.	The EEF and cognitive science emphasise that explicit planning for long-term memory (spacing, retrieval practice) improves learning and retention; embedding metacognitive strategies increases outcomes for disadvantaged pupils [EEF – Metacognition guidance]. EEF Metacognition guidance	3, 4, 5
Phonics fidelity & early reading programme in Reception and KS1; structured daily phonics lessons, regular assessment, rapid, small-group catch-up for pupils below expectation.	Phonics instruction is high impact for early readers and particularly effective for disadvantaged pupils; small-group structured reading interventions deliver strong gains [EEF – Phonics; EEF – Small group tuition]. EEF Phonics toolkit EEF Small group tuition	
Focussed assessment and targeted curriculum sequencing in maths, with fluency blocks and same-day intervention for misconceptions; teachers trained in evidence-based maths pedagogy and conceptual progression.	Procedural fluency focus and small-group approaches are effective in maths and produce measurable progress when aligned to curriculum priorities; small group intervention in KS2 to accelerate maths learning. [EEF Small group tuition] [EEF – tuition guidance]. EEF Small group tuition	4
Whole-staff training on adaptive deployment of TAs: TAs trained to deliver short, curriculum-linked structured interventions (e.g., targeted phonics support, guided practice), and to support	Evidence shows effective deployment of skilled TAs to deliver targeted small-group tuition and working-memory interventions supports disadvantaged pupils when TAs	2, 3, 4, 5

metacognitive strategies within lessons.	are trained and supervised. See EEF guidance on small-group tuition and working memory trials. [EEF Small group tuition; EEF Improving Working Memory] [EEF Improving Working Memory project](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory)	
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Targeted academic support -Tier 2

Budgeted cost: £42 420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group tuition in maths & reading: termly programmes linked to classroom curriculum; priority for FSM pupils below age-related expectations. Use high-quality tutoring from trained staff.	EEF evidence: small-group tuition yields moderate gains for disadvantaged pupils; EEF tutoring guidance summarises principles for selection, scheduling and sustainability. [EEF – Small group tuition; EEF tutoring guidance] [EEF Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/) EEF Tutoring guidance	3, 4
One-to-one or very small-group intensive reading catch-ups for the lowest-attaining FSM pupils Rapid phonics catch-up Fresh Start for KS2 pupils.	Targeted 1:1/very small-group tuition for lowest attaining pupils supports rapid catch-up when linked to classroom learning; phonics evidence is strong for early reading gains. [EEF Phonics; EEF Small group tuition] [EEF Phonics toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)	3
Evidence-informed working-memory and attention support: short, targeted sessions, teaching memory strategies, combined with curriculum scaffolds (worked examples, visual prompts).	The EEF-funded Improving Working Memory project shows benefits for working memory and related academic outcomes when programmes are delivered by trained staff in school. EEF	5, 2

	Improving Working Memory project	
SEND-specific interventions and graduated response: rigorous SEND reviews, evidence-based interventions (precision teaching, high-quality adaptive scaffolding), Specialist SEND TA time for pupils with complex needs.	The EEF emphasises tailoring targeted academic support to SEND needs and matching interventions to specific barriers; small-group tuition and personalised approaches work best when they are curriculum-linked and carefully monitored. [EEF Small group tuition; EEF Metacognition guidance] [EEF Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/)	2, 3, 4, 5
Termly screening, reading and maths gaps to ensure rapid identification and entry to targeted programmes; use school data dashboards to prioritise pupils for tuition and intervention.	Rapid identification and timely targeted support are core features of effective interventions described in EEF guidance (target selection and scheduling is critical in the Tutoring report). [EEF Tutoring guidance] [EEF Tutoring guidance](https://educationendowmentfoundation.org.uk/guidance-for-teachers/tutoring)	1, 2, 3, 4, 5

Wider strategies Tier 3 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9, 746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: day-to-day monitoring with daily attendance calls, rapid follow-up for unauthorised absence, collaborative family planning (responsive, tiered approach). Parental communications (texts/letters) and targeted family conferences for persistent cases.	EEF rapid evidence assessment finds parental engagement and responsive/targeted approaches show promise for improving attendance; communication nudges produce small positive effects; responsive multi-component work is effective for persistent non-attendance. [EEF Attendance Interventions REA] [EEF Attendance Interventions REA](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)	1, 6
12. Subsidised enrichment & participation fund for FSM pupils	EEF evidence on extracurricular activities is limited but suggests	6

(trips, clubs, residential), plus targeted invitations and transport support to maximise take-up.	potential small positive effects on attendance and engagement; removing financial barriers is a widely accepted approach to improving access and participation. [EEF Attendance Interventions REA] [EEF Attendance Interventions REA](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)	
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Total budgeted cost: £59 956