

Pupil premium strategy statement – Firle CEP 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	55 (September 2025)
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel West Executive Head
Pupil premium lead	Rachel West Executive Head
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>September 2023 – July 2024</i>	£14,500
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,500

Part A: Pupil premium strategy plan

Statement of intent

At Firle CEP School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this funding and have generally focused on interventions which have been shown to have particular impact.

When making decisions about using the funding, we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the pupil premium funding is to ensure that the gap between groups of pupils is narrowed. We aim to ensure that targeted interventions help remove barriers to learning and progress.

Staff believe that all children can succeed. We celebrate individual strengths and have high expectations for all children. The school community works hard to develop resilience and perseverance in all our children.

Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcome for all children, including non-disadvantaged children. We use current research to support us in planning strategies that will be most effective in improving outcomes.

All staff are aware of pupil premium children and other vulnerable groups across the school. All Pupil Premium children benefit from the funding and the school responds flexibly to the needs of individual children.

All staff have high expectations and follow a robust system of feedback and assessment. We aim to maximise teaching time by improving attendance and punctuality. We identify barriers to learning and provide early intervention.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs can often affect progress socially and academically
2	Low attendance and punctuality issues affect PP children and those in other vulnerable groups, which result in less time in the classroom learning
3	Access to enrichment opportunities can be limited
4	Lower prior attainment in basic skills in Reading (including Phonics), Writing and Maths
5	

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
To close the gap in attainment and achievement in core subjects of pupils in receipt of PP against non PP.	Progress made by pupil premium children according to their individual targets.
Secure basic skills in Reading – Including Phonics – Writing and Maths.	Progress made by pupil premium children according to their individual targets. PP Children making progress in the phonics screening check.
Provide equal access to enriching experiences and enhance the self-esteem and resilience of all pupils.	100% attendance on educational visits. Enrichment activities impact on learning within the classroom and pupils have greater engagement within lessons. Children are fully included in extracurricular activities and increase confidence and self-esteem is evidenced in school.
Improved attendance and punctuality of pupils in receipt of PP	The number of persistent absentees among PP children is reduced. A reduction in holiday taken in term time by parent/carer with Pupil Premium pupils. Punctuality is improved leading to an increase in hours spent on learning. Attendance for the children is at least 96.5%
Support all pupils who may face challenges with attachment, anxiety and emotional development	Pupil progress reviews show evidence of positive attitudes to learning and children using strategies to manage their emotions.

	Pupil voice shows that children are engaging with their learning.
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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: **£1,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for staff for Thrive, membership and licences, resources etc	The Sutton Trust PP toolkit suggests that interventions generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff.	1,2,3,4

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

Budgeted cost: **£11,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group sessions with TA for focused children	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	1 2 4
HLTA and TA 3 supporting classes to release teacher for 1:1 and small group support	Children will benefit from highly structured small group sessions with a teacher, focusing on identified areas for development in literacy and maths. Sutton Trust tool kit.	1 2 4

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

Budgeted cost: **£2,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of Pupil Premium champion to support staff, children and parents in accelerating progress and improved access to learning.	Whole school raised profile in monitoring and addressing the learning needs of PP children. Regular timetabled review points taking into account teacher, child, and parent views and agreeing next steps.	1 2 3
ICT resources, training, hardware	ICT to support all areas of literacy and number development. All children have access to ICT at school and during any school closure. Children make good progress with core skills. All children are able to access all computer based literacy and number activities to support and enhance learning	1 2
Monster Phonics Subscription	A consistent approach to phonics is found to be effective in supporting younger readers to master the basics of reading. Monster Phonics has clear targets and intervention to support less able readers to 'keep up' or 'catch up'. Monster phonics has a clear distinction on the way sounds are built up through the programme, concentrating on the most common graphemes first. The 'monsters' help children to divide the sounds into groups to support the children with their learning.	4
Enrichment Clubs, Music lessons, trips and visits	All children are able to attend and enjoy enriching and fun activities such as residential trips/ school trips/swimming and are able to participate in breakfast and after school clubs etc. Subsidies offered to outside agency run clubs and other enrichment activities e.g. music lessons to enable equal access to opportunities. We want to make sure that all pupils are participating in all activities on offer at school. Increased confidence, social skills and self-esteem positive impact on	3

	<p>pupil progress positive impact on attendance and feeling part of the school community</p> <p>Children attend clubs, enjoy enriching and fun activities. All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <p>Pupil voice evidences impact of these experiences on their self-esteem and enjoyment of school.</p>	
Uniform, fruit, milk	<p>All children can wear their school uniform with pride. All children have correct uniform</p> <p>All children have access to fresh fruit and milk on a daily basis.</p> <p>Children are able to access provisions in line with other pupils.</p>	3

Total budgeted cost: £14,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for PP children in 2024-2025 was **86.6%** compared to **93.4%** for all other pupils. The attendance for all children at Firlie has improved slightly to that of the previous academic year. During the last academic year, there was an improvement in unauthorised attendance for PP children at Firlie.

Attendance is closely monitored for identified children, and regular communication with parents regarding attendance and punctuality has created an awareness on how attendance has a direct impact on hours spent learning. Pastoral and emotional support was a high priority for all pupils, but especially for those who are disadvantaged/vulnerable.

Strategies are in place to support vulnerable children in coming into school. Regular visits from TASS have been beneficial to support families who experience difficulty coming into school, and has led to improved understanding of need.

Thrive strategies were implemented to support children in learning skills to help build resilience, confidence and self-esteem whilst providing knowledge for individual progression. There has been positive feedback from our families and the sessions have enabled some children to become independent learners and to recognise and manage their internal emotional regulation system.

Support resources, small groups and one-to-one interventions are having a positive impact on the progress of PP pupils. Termly reviews of progress is evidenced in provision maps highlighting the results of providing additional support.

End of Year Teacher Assessment:

Reading

50% of PP children are working at EXS, **33.3%** at WT, and **16.6%** WB

9.5 % of non PP children are working at EXS+, **59.5%** at EXS, **23.8%** at WT, and **7.1%** WB

Writing

50% of PP children are working at EXS, **33.3%** WT, and **16.6%** WB

4.6 % of non PP children are working at EXS+, **60.4%** at EXS, **27.9%** at WT, and **6.9%** WB

Maths

50% of PP children are working at EXS, **41.6%** WT, and **8.3%** WB

4.7% of non PP children are working at EXS+, **69%** at EXS, **21.4%** WT, and **4.7%** WB

Although there are some gaps between **PP** and non PP children, evidence demonstrates that there has been progress made from the individual starting points of PP Children. Pupil progress shows there is evidence in positive attitudes to learning and pupil voices show that children are engaged in learning and recognising their own achievements.

All children have access to IT at school to support learning. There is an increased use of Clicker 8 as a tool for writing. IT interventions are well established and are impacting on Pupil Progress.

There is a high attendance of educational visits for PP children. Enrichment activities have had a positive impact on learning within the classroom and pupils have better engagement in lessons with trips relating to their topics.

A positive relationship has been developed with parents who actively seek support from our pupil premium champion. Parents are aware what support is available through meetings and regular communication.

Fresh fruit, and milk offered on a daily basis to identified children enabled equality and access.

The purchase of uniforms has led to pupils feeling smart and proud to be identified as a member of the school community.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a
n/a	n/a