

Pupil premium strategy statement

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	Furzeham Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	59 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 – July 2025 September 2025 – July 2026 September 2026 – July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Adams
Pupil premium lead	Rachel Shears
Governor / Trustee lead	Mary L Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,415
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Furzeham Primary School is a community in every sense of the word, where children, staff, governors, families and the local community work together to develop our school and to make links with the locality itself. We pride ourselves on our welcoming atmosphere and invite any visitors to our school to join us in achieving the following aims:

- To provide the best possible all-round education for every child
- To inspire our children to believe in themselves and each other and to have high expectations and aspirations
- To deliver a challenging and enriching curriculum to develop inquisitive minds and promote life-learning
- To recognise and celebrate unique qualities in every member of our school community
- To promote safe, healthy lifestyles, excellent behaviour and a respect for each other, our school and the wider world
- To develop spiritually, morally and culturally, celebrating equality and diversity

At Furzeham Primary and Nursery School, we take seriously our responsibility to use the Pupil Premium funding to improve the outcomes for children identified as socially disadvantaged. We are committed to meeting their academic, pastoral, social and academic needs in a nurturing and caring environment. The Pupil Premium funding will be used strategically for every entitled child to develop their true potential, irrespective of need. If eligible children have been identified as able, gifted or talented then extra support and teaching will be provided to ensure those children continue to meet their full potential.

At Furzeham Primary, the Pupil Premium funding will be allocated following a thorough needs analysis which will identify priority children and their specific learning barriers. We work across the entire school from Early Years to Year 6. We aim to be fair and transparent in our use and distribution of the Pupil Premium funding. We will ensure that teaching and learning opportunities meet the needs of all pupils and in particular those being identified as socially disadvantaged. We will ensure that appropriate provision is made for pupils who are identified as belonging to vulnerable groups.

Pupils at Furzeham Primary School will make expected progress in Reading, Writing and Maths through quality first teaching and increased opportunities for reinforcement through targeted interventions and continued support for learning at home.

We will provide a comprehensive pastoral support service for all pupils identified by the school as vulnerable or in need. We will aim for all disadvantaged pupils to increase their attendance therefore closing the gap between themselves and non-disadvantaged pupils thus enabling them to experience the full learning experience at Furzeham Primary.

We will facilitate pupils accessing a wide range of enrichment opportunities both in and out of school which will positively impact on their academic achievement and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress in Writing is slower than that of non-disadvantaged pupils.
2	Increased numbers of pupils in EYFS with speech and language difficulties and low oracy skills.
3	Outcomes and progress for in Reading slower than that of non-disadvantaged pupils.
4	High number of children with a need for pastoral support (anxiety, low confidence, low self-esteem, anger management, mental health/wellbeing.)
5	Many disadvantaged pupils have limited life experiences and opportunities to join in enrichment and a limited knowledge of the world therefore vocabulary acquisition is limited.
6	Pupils are often displaying poor social, emotional, and collaborative skills and display a lack of resilience.

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
<p><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Writing.</p>	<ul style="list-style-type: none"> • Consistent approach of teaching Writing across the school (TWS/T4W.) • Independent writing skills developed and encouraged cross-curricular. • Increased engagement in all Writing lessons. • Wider range of writing genre used within all phases. • Vocabulary levels increased within independent writing linked to vocabulary taught during whole class reading • Consistent spelling rules teaching • Consistent keyword spelling practice and teaching – to be applied in writing • Whole school focus on sentence structure and basics of writing

	<ul style="list-style-type: none"> • Daily handwriting lessons from Nursery to Year 6 • Daily spelling rules lessons across the whole school • Daily dictation sentences from Reception to Year 6 • Daily interventions for disadvantaged children who are below A.R.E.
<p><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Reading.</p>	<ul style="list-style-type: none"> • Increased words per minute fluency in line with A.R.E. • Increased engagement in Reading lessons. • Daily Whole Class Reading in all phases using agreed structure • Increased levels of comprehension across a broad range of texts. • Disadvantaged children will develop a love of reading (Reading for Pleasure.) • Will engage in the daily reading at home/in school. • They will be regularly heard reading by an adult at home and in school. • Streamed phonics groups in EYFS and KS1 • Targeted interventions (4x a week) led by teachers and Tas. Reviewed on a 3x week basis
<p><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Maths.</p>	<ul style="list-style-type: none"> • Regular fluency/arithmetic practise (daily/weekly) (DNA and daily arithmetic in Maths lessons) • Increased engagement in Maths lessons. • Increased levels of reasoning and problem-solving skills applied in all Maths lessons. • Pre block assessments to identify gaps in learning • End of block assessments • Targeted interventions (4x a week) led by teachers and Tas
<p><u>Targeted Interventions:</u> To provide well researched, targeted interventions that have a proven track record and create a measurable impact in a relatively short block of time so that every child is subject to quality first teaching in the classroom</p>	<ul style="list-style-type: none"> • Streamed phonics groups (1:1, 1:2, small groups) • Focused interventions in R,W,M across KS1 and KS2 – T/TA led (short burst) • Streamed Maths groups in UKS2

<p><u>Behaviour and Attendance:</u></p> <p>For attendance of our disadvantaged children to be no lower than the attendance for non-disadvantaged children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • Levels of attendance increased for disadvantaged pupils. • Monitoring of PNA by attendance lead and support given where needed. • All admin team to follow registration process for following up attendance. • Behaviour policy in place and overseen by Behaviour Lead • Newly appointment Attendance Lead to support children and parents • Monitoring of behaviour incidents – half termly review
<p><u>Enrichment:</u></p> <p>For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Furzeham Primary School.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Disadvantaged children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • Discounts in line with our charging policy will continue to apply disadvantaged families for all enrichment opportunities to include trips and visits, music lessons, residential etc • Children able to learn a new skill or continue playing an instrument they had been learning. • Children in Years 2,3,4,5 have a weekly music lesson with a specialist Music Teacher
<p><u>Social and Emotional Support:</u></p> <p>To provide additional adult support, including thrive practitioners and play therapists to facilitate social and emotional development for identified children.</p>	<ul style="list-style-type: none"> • Pastoral register (updated half termly) • Weekly pastoral support for identified children • Weekly Thrive support for identified children • Regular communication between Pastoral Lead/Teachers – support given where necessary • Continued high levels of communication between parents and teachers on how best to support children and their emotional needs • Mental Health Support Team working with children and their parents.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	EEF Guide to Pupil Premium – tiered approach – Teaching is the top priority, including CPD. EEF Guidance to Effective Professional Development (October 2021)	1,2,3,6,7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
UKS2 HLTA* -Small Group Tuition (Reading) -Small Group Tuition (Writing) -Small Group Tuition (Maths) -Further Boosters -Subject Specific Cover to allow T focused interventions.	<ul style="list-style-type: none"> • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	1,3,4
LKS2 HLTA* -Small Group Tuition (Handwriting)	<ul style="list-style-type: none"> • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) 	1,3,4

-Small Group Tuition (Writing) -Small Group Tuition (Maths) -In class pastoral and behaviour support for specific children	<ul style="list-style-type: none"> • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	
KS2 HLTA* -Small Group Tuition (Handwriting) -Small Group Tuition (Writing) -Small Group Tuition (Maths) -Small Group Tuition (Reading) -In class pastoral and behaviour support for specific children -Subject Specific Cover to allow T focused interventions.	<ul style="list-style-type: none"> • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) 	1,3,4
KS1 HLTA* x2 -Phonics Groups -Daily Reading Boosters -Small Group Tuition (Maths) -Small Group Tuition (Writing) -Daily Phonics Boosters -In class pastoral and behaviour support for specific children	<ul style="list-style-type: none"> • EEF Toolkit – ‘Oral Language Interventions’ – (+6 months impact) • EEF Toolkit – ‘Phonics’ – (+5 months impact) 	1,2,3,4
EYFS -Talk Boost Quality First Teaching Early identification through baseline -Individual target cards	<ul style="list-style-type: none"> • EEF Toolkit – ‘Oral Language Interventions’ – (+6 months impact) • EEF Toolkit – ‘Phonics’ – (+5 months impact) 	1,2,3
Third Space Learning Maths Tuition* (1-1) (Autumn, Spring, Summer) (Recovery Premium)	<ul style="list-style-type: none"> • EEF Toolkit – ‘One to One Tuition’ – (+5 months impact) 	1,7
Sports Coach to allow Teacher catch-up time (KS2)	<ul style="list-style-type: none"> • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) 	1,3,4

T led focused interventions (R,W,M)* (Recovery Premium) *****	<ul style="list-style-type: none"> • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Toolkit – ‘Feedback’ – (+ 6 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Potheridge House Residential	<ul style="list-style-type: none"> • EEF Toolkit – ‘Physical Activity’ – (+1 months impact) • EEF Toolkit – ‘Metacognition and Self-Regulation’ – (+7 months impact) 	1,5
Thrive Course* -Additional TA trained -Pre assessments -Post assessments (both identifying specific need)	<ul style="list-style-type: none"> • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Toolkit – ‘Behaviour Interventions’ – (+4 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (2021) 	1,4,6
Pastoral Team* -Thrive Practitioners -Lighthouse Safe Space -Lego Therapy -Anger Management -Anxiety Support -Low Self-Esteem Support -Bereavement Support	<ul style="list-style-type: none"> • EEF Toolkit – ‘Behaviour Interventions’ – (+4 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) 	1,4,6,7

	<ul style="list-style-type: none"> • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	
Attendance Lead* -Monitoring of attendance -Monitoring PNAs -Support for families where required	<ul style="list-style-type: none"> • EEF Toolkit – ‘Parental Engagement’ – (+4 months impact) • EEF Toolkit – ‘Homework’ – (+5 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) • EEF Guidance to Working with Parents to Support Children’s Learning (September 2018) 	1,7

NB *indicates those activities approved in the PP Guidance document ‘Menu of Approaches’

Total budgeted cost: £92,415

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 2023 to 2024 academic year.

Key areas of impact:

Whole School Data:

	2022/2023	2023/2024	2024/2025
Phonics:	88%	89%	96%
End of KS1: Reading	73%	77%,	83%
End of KS1: Writing	67%	71%	67%
End of KS1: Maths	76%	71%	86%
End of KS1: Combined	67%	65%	
EYFS GLD	61%	78%	74%
MTC Year 4	27%	19%	66%
End of KS2: Reading	77%	86%	70%
End of KS2: Writing	78%	83%	73%
End of KS2: Maths	78%	89%	85%
End of KS2: Combined	72%	77%	63%

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	40	63%	● At or above	62%	51st
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	40	5%	● Below	8%	43rd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	35	66%	● Above (significant)	~ 38%	93rd
Phonics Screening Check	% of pupils passing in Year 1	23	96%	● At or above	80%	94th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	27	74%	● At or above	~ 69%	68th

Writing

	Summer 2025		Autumn 2025	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Year R	71% (5/7)	71% (16/21)	50% (1/2)	79% (15/19)
Year 1	75% (3/4)	58% (11/19)	71% (5/7)	74% (17/23)
Year 2	33% (1/3)	71% (19/27)	80% (4/5)	52% (11/21)
Year 3	50% (5/10)	62% (15/24)		
Year 4	22% (2/9)	80% (18/24)	31% (4/13)	62% (13/21)
Year 5	80% (12/15)	73% (16/22)	27% (3/11)	90% (25/28)
Year 6	47% (7/15)	88% (22/25)	38% (6/16)	41% (9/22)

Overview:

✓ Established and trained Thrive/Pastoral practitioner to support most vulnerable pupils within our school

✓ PP attendance continues to improve:

2022/2023: (Autumn 89.52%, Spring – 83.60%, Summer – 81.98%)

2023/2024 89.90%

2023/2024: (Autumn – 89.5%, Spring - 89.9%, Summer – 90%)

2024/2025 to date 92.2% (National 92.6%)

✓ The gap continues to close in KS

✓ Reading, Writing and Maths interventions led by T/TA have had a very positive impact on children's learning

- ✓ Revised curriculum – including extra opportunities to link with the community – to maximise opportunities for all
- ✓ Reading attainment has improved across all year groups
- ✓ Maths attainment has improved across some year groups
- ✓ Targeted 1:1, 1:2 and 1:3 support in Reading, Writing and Maths has shown a positive impact on children's learning (Targeted Interventions)
- ✓ Continued improvement on communication with parents/carers about their children's learning and support given to continue support at home
- ✓ Early intervention groups in EYFS and KS1 identified the need and support put in place as quickly as possible ensuring all children received appropriate support for their specific needs.
- ✓ Very successful Year 4 and Year 5/6 Residential – allowing all children the opportunity to participate in a range of activities – building confidence, developing self-esteem and overcoming fears.
- ✓ Pastoral Team – further support with a class teacher which has enabled more children to receive the support they need

QA 06.03.25:

- ✓ Overall outcomes for pupils are very strong and have steadily improved over time.
- ✓ The school is a joyful, vibrant and positive environment. Leaders demonstrate clear-sighted understanding of the strengths and areas for improvement at the school. They have worked hard to build a culture of trust and respect in which exemplary behaviour of pupils is routine. The CPD culture of the school is highly visible and both personalised and designed to promote professional growth. Staff morale is very high and there is clear evidence of commitment to realising the vision for excellence. Implementation of the curriculum enables staff to produce high-quality work which showcases the intertwining of the four curriculum pillars. The art and design standards in the school are high.
- ✓ Pupils benefit from a broad and balanced curriculum in which they encounter all of the national curriculum subjects and benefit from a significant arts offer.

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
NTP	Third Space Learning
Timestable Rockstars	TT Rockstars

Further information (optional)

Termly data drops/pupil progress and moderations continue to further identify the specific need for each disadvantaged child and therefore further planning will be implemented for the following academic term to continue to close the gap.