

Pupil premium strategy statement - North Downs Primary School

This statement details our school's use of pupil 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
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jane Douglass, Headteacher
Pupil premium lead	Ciara Deeks, Deputy Headteacher
Governor / Trustee lead	Debra Beer, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60, 500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60, 500

Part A: Pupil premium strategy plan

Statement of intent

North Downs Primary School is committed to inclusion and to removing any potential barriers to learning and participation, living out our school vision '*Be the best you can be, every day*'. Our ultimate objective for pupils in receipt of Pupil Premium Funding is to overcome any potential barriers that may exist for them to ensure they attain in line with their peers. We endeavour for every Pupil Premium child to achieve through support in the following areas:

- Wellbeing and personal development.
- Attendance
- Academic progress

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their academic success.

We provide a broad and balanced curriculum for all pupils and respond vigorously to pupils' needs, We work closely with pupils and their families and are able to link with a wide range of other agencies and sources of support and advice. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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.

Demographic and School Context

North Downs is a community school located across three villages just outside Dorking, in the heart of the Surrey Hills, in the South-East of England. We are a two form entry primary school with 383 pupils currently on roll.

	2023	2024	2025
School number on roll	Well above average - 419	Above average - 413	405
School % FSM6	Well below average - 8	Well below average -	Well below average - 9.9

School % SEN support	Below average - 11	Below average - 12	Below average - 13
School % EHC plan	Close to average - 2.4	Below average - 1.9	Below average - 2.3
School % EAL	Well below average - 2	Well below average - 2	Well below average - 1.9

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading (fluency/automaticity)</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. They achieve well in phonics (80% meeting the standard) and the comprehension ELG (100% achieved it) but perform less well in the word reading ELG (66.7% achieved it). Fluency and automaticity with reading are impacting on the attainment of disadvantaged pupils.</p>
2	<p><u>Writing</u></p> <p>Our assessments, observations and discussions have highlighted that pupils in receipt of Pupil premium have greater difficulty with writing than their peers. They consistently underperform compared to their peers, throughout the school (9 out of 19 pupils without additional SEND needs are currently at the expected standard for writing).</p>
3	<p><u>Well-being</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 48 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (4 of whom are disadvantaged) receiving small group interventions.</p>
4	<p><u>Attendance</u></p> <p>Despite proactive work and well embedded practices our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 5% lower than for non-disadvantaged pupils.</p> <p>34-45 % of disadvantaged pupils have been 'persistently absent' compared to 11 - 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes in 2027/28 show that more than 50% of disadvantaged pupils who do not have additional SEND needs meet the expected standard. • Pupils eligible for PP who have additional SEND needs will progress at least in line with similar pupils nationally in phonics and reading • Assessments show that disadvantaged pupils have an increased reading speed
Improved writing attainment for disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 outcomes in 2027/28 show that more than 50% of disadvantaged pupils met the expected standard. • Writing outcomes across the school show that more than 60% of disadvantaged pupils who do not have additional SEND needs meet the end of year expectations • Pupils eligible for PP who have additional SEND needs will progress at least in line with similar pupils nationally in writing
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations - children having greater confidence and self-esteem which is reflected by a positive and active approach to learning • parents will report positive outcomes following work with the Home School Link Worker • ELSA records will show good progress against targets set • There will be a significant increase in participation in enrichment activities and other targeted opportunities and events to enhance their cultural capital.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage of persistently absent disadvantaged pupils being no more than 10% lower than their peers. • Attendance becoming more consistent. • Children achieving 96% or above attendance

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintenance of high profile and access to quality first teaching for all PP children:</p> <ul style="list-style-type: none"> Teachers have an in-depth knowledge of the PP children to keep them high priority including ways to support and challenge them- 'Expect and Connect' Teachers use ongoing teacher assessment to pre-plan appropriate scaffold. 	<p>EEF Toolkit:</p> <ul style="list-style-type: none"> Mastery learning - high impact, low cost Feedback - very high impact, very low cost based on extensive evidence Collaborative learning approaches - high impact, low cost Social and emotional learning - moderate impact for very low cost Individualised instruction - moderate impact for very low cost 	1, 2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Zones of regulation is fully embedded across the school and is used as a common language</p> <p>Focussed pastoral team meeting held monthly to review children's welfare.</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 2, 4

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

Budgeted cost: £ 24,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions across the school for PP children.</p> <ul style="list-style-type: none"> Provide children with small group interventions such as 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p>	1, 2

<p>reading sessions and phonic sessions</p> <ul style="list-style-type: none"> • Provide with pre-learning opportunities • Year Group interventions to include PP children 	<p>Small group tuition Teaching and Learning Toolkit EEF</p> <ul style="list-style-type: none"> • Individualised instruction - moderate impact for very low cost • Reading comprehension strategies - very high impact, very low cost • Small group tuition - moderate impact, low cost • Teaching Assistant Interventions - moderate impact, moderate cost 	
<p>Forest school and nurture group activities for PP children at all sites</p>	<p>Pupil's well-being is supported, their attitudes to learning improve and health and well-being increase</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 4

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

Budgeted cost: £27,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on restorative and relational practice 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>Behaviour interventions Teaching and Learning Toolkit EEF</p>	3
<p>Home school link worker</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>Developing and maintaining positive, trusting relationships between home and school - acting as a bridge to support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-</p>	3, 4

	<p>attendance/communicate-effectively-with-families</p> <p>Supporting pupils and families on a wide range of issues</p> <p>DfE’s guidance on working together to improve school attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
ELSA	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3
Subsidized visits, clubs, music lessons and residential	<p>EEF arts participation can have a positive impact on outcomes in other areas of the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4

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.

DFE assessments 2024-25

	National Score all children	National score disadvantaged children	North Downs score Disadvantaged children
GLD			50% (3/6)
PSC	80%	67%	80% (4/5)
MTC (mean av score)			22
KS2 Reading	75%		60% (6/10)
KS2 Writing	72%		20% (2/10)
KS2 GPS	73%		30% (3/10)
KS2 Maths	74%		20% (2/10)

Despite having a relatively small proportion of disadvantaged children, the data demonstrated that those children did not perform as well as their peers, however those children who attended well performed better than those children whose attendance was lower.

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 level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our disadvantaged pupils performed in line with similar pupils nationally in phonics, and performed well in the MTC producing an average score of 22/25 and 25% achieving 25/25. There was a greater disparity in performance of our disadvantaged pupils in reading and writing with 60% meeting the expected standard in reading at the end of KS2 and only 20% meeting the expected standard in writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the systems in place to identify, allocate and deliver appropriate SEMH are effective but despite proactive work and well-embedded practices attendance is still below our intended outcome. The percentage of disadvantaged children who are persistent absentees has declined over the last three years from 45.4% to 34.2% although this is still higher than the national average which was 10.6% for 2024-25

	Academic Year 24-25		Academic Year 23-24		Academic Year 22-23	
	PP	All	PP	All	PP	All
Overall attendance	89.58%	93.64%	89.17%	93.85%	89.44%	94.71%

Authorised absence	7.95%	4.74%	8.58%	4.6%	8.56%	4.15%
Unauthorised absence	2.47%	1.62%	2.25%	1.55%	2%	1.14%

19/38 children accessed extra curricular activities and 5 of those children had their place funded (extra curricular clubs are not available for EYFS children so 4 of the 38 children were not eligible to attend clubs). 100% of PP children in Year 4 attended the residential trip and 50% of PP children in Y6 attended the residential trip (1 was on holiday and 3 chose not to attend taking part in alternative school based activities).

13/38 children accessed well-being support e.g. ELSA, Learning Space, Therapy Dog or nurture groups with staff reporting that those children subsequently showed a higher level of engagement in their learning. Pupil feedback also showed that they felt the well-being support was good and helped them feel more confident about managing their feelings and accessing the learning in class.

Our evaluation of the approaches delivered last academic year indicates that the well-being strategies were effective at increasing well-being and attitudes to learning and there was a greater participation in extra-curricular activities, including opportunities to represent the school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We receive funding for two Ever 6 service children. We identified some emotional needs and provided ELSA support.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents noticed improvements in their emotional wellbeing, enabling them to focus on learning and thrive, being active participants in extra-curricular activities.

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.