

Amherst School Pupil Premium Strategy Statement 2023/24 – 2026/2027

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment and progress 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	Amherst School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Reid Headteacher
Pupil premium lead	Andrew Reid Headteacher
Governor lead	Xanthippi Kapos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,800
Recovery premium funding allocation this academic year	N/A
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	£45,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality group and one to one tuition are at the heart of our strategy. Research demonstrates this is a highly effective strategy. At Amherst, we have delivered small group or one to one tuition for all our disadvantage pupils for the last ten years. This depth of experience and track record of high impact and enables us to be confident that this strategy enables our disadvantaged pupils to close the gap.

Disadvantaged pupils at Amherst will experience high quality classroom teaching which is the other key strategy to enable them to make good progress.

Our approach will be responsive to common challenges and individual needs. The group and one to one tuition are effective because it is bespoke to the child's needs and is flexible. A core part of the tuition is pre learning and over learning where appropriate. This enables disadvantaged pupils to increase in confidence both academically and socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments (see Term 6 2025 Steps data) indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal assessments (see Term 6 2025 Steps data) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

3	Internal assessments (see Term 6 2025 Steps data) indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils may have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Attendance data since September 2023 indicates that a small group of our disadvantaged pupils have lower attendance than all other pupils.

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 maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 80% (Kent 54% 2025) of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 80% (Kent 56% 2025) of disadvantaged pupils met the expected standard.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show that more than 80% (Kent 60% 2025) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> • to reduce the amount of disadvantaged pupils having lower attendance than their non-

pupils, particularly our disadvantaged pupils.

disadvantaged peers. Average PP attendance for 2023-24 was 92.6% compared to whole school average 95.7%

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

Budgeted cost: **£34,989**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly use of Lexia in Years 3 and 4 both at home and school to accelerate progress in reading comprehension and spelling.</p> <p>To provide weekly small group or one to one tuition to all our disadvantaged pupils led by an experienced HLTA.</p> <p>The HLTA will work closely with the classteacher to ensure the tuition is bespoke to each individual child at all levels of attainment.</p>	<p>Having trialled Lexia internally for two years between 2022-24, evidence gained that Lexia does enable greater progress in reading comprehension and spelling alongside classroom teaching.</p> <p>This is a repeated strategy due to the high success of the last 10 years. We have strong evidence over time that this approach closes the gap for disadvantaged pupils in all targeted areas.</p> <p>Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 3 and 4</p>

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

Budgeted cost: **£14,356**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Provision of an ELSA to support children's social and emotional needs.	Emotional Literacy Support Assistants are trained and supported by a team of KCC Educational Psychologists to plan and deliver 1:1 and group programs of emotional literacy support. This is a strategy supported by the Specialist Teaching Service.	4
Provision of daily lunchtime clubs in the Cabin and Jubilee Building to provide alternative play options at lunchtime.	Autism Training and recommendations from the Specialist Teaching Service requires that children have the option for a quiet space at unstructured times as well as a space for supervised games to support friendships and wellbeing.	4
Provision of school counsellor one morning a week to support children's social and emotional needs.	One to one counselling is frequently needed by children with more complex emotional needs. Parents are often unable to access this personalised support elsewhere.	4
Contingency fund for acute issues such as support for the cost of school trips in all year groups and Year 6 residential trip.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	5

Total budgeted cost: £49,345

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.

All Pupil Premium children received one to one or small group tuition throughout the year and had access to high quality classroom teaching. Financial support was provided for school trips and the Year 6 residential trip.

Please see further document detailing the internal assessment data for Term 6 2024/25. This data includes whether a child is on the Expected Step (Steps is our internal teacher assessment system) and progress made.

Term 6 2025 Internal data

Year 3 7 Pupils	PP At Expected Step or Above	All Children	PP Making Expected Progress	All Children
Reading	43%	72%	86%	91%
Writing	57%	63%	86%	90%
Maths	43%	74%	71%	91%

Year 4 10 Pupils	PP At Expected Step or Above	All Children	PP Making Expected Progress	All Children
Reading	50%	84%	100%	88%
Writing	40%	77%	90%	92%
Maths	90%	87%	100%	93%

Year 5 9 Pupils	PP At Expected Step or Above	All Children	PP Making Expected Progress	All Children
Reading	67%	88%	100%	93%
Writing	56%	76%	78%	90%
Maths	56%	83%	100%	95%

Year 6 4 Pupils	PP At Expected Step or Above	All Children	PP Making Expected Progress	All Children
Reading	100%	83%	100%	84%
Writing	100%	83%	100%	90%
Maths	100%	83%	75%	87%

Year 6 SATs results

Year 6 4 Pupils	Amherst Expected	Kent FSM	Amherst Greater Depth	Kent FSM
Reading	100%	60%	25%	19%
Writing	100%	56%	25%	6%
Maths	100%	54%	25%	12%
GPS	100%	51%	25%	12%
R/W/M Combined	100%	42%	25%	8%

Our internal assessments demonstrate good levels of progress by our disadvantaged children. This provides further evidence of the high impact of the one to one/group tuition and high-quality classroom teaching. We have an aspirational target that 85% of all children make expected progress each year. Good support is provided for individuals where progress is lower.

Attendance

Improved attendance compared to 2023/24. An improvement of 1.8% for FSM children.

- Average PP attendance for 2024-5 was 94.4% compared to whole school average 96.9%. National average of FSM children 92.2%.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The small number of service pupil premium children at Amherst also received one to one tuition with our highly experienced HLTA.
What was the impact of that spending on	All service children made good academic progress and the one to one tuition had a positive impact on their well-being.

service pupil premium eligible pupils?	
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