Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Halsnead Primary School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Greer (Director of Education)
Pupil premium lead	Hannah Whitehall (Headteacher)
Governor / Trustee lead	Paul Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161 200

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important that we consider the context of Halsnead Primary school and the specific challenges faced, alongside evidence-based research such as that conducted by the EEF. Common barriers to learning for our disadvantaged children include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

What are your ultimate objectives for your disadvantaged pupils?

Grounded in our school vision, our ultimate objective is to ensure that our school community—specifically pupils eligible for the pupil premium—truly belongs, achieves, and thrives.

- **Belong:** We aim to establish a secure, successful, and connected environment where disadvantaged pupils feel completely safe, valued, and integrated into every aspect of school life.
- **Achieve:** We maintain uncompromisingly high expectations for all pupils, ensuring that disadvantaged learners make strong, sustained progress from their starting points, both personally and academically, to close any achievement gaps.
- **Thrive:** We empower pupils to use our school values to become responsible citizens who are fully ready for the next stage of education, training, or employment, equipped to make a positive contribution to society.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Our strategy is built upon a secure, evidence-informed understanding of our disadvantaged pupils' specific needs and the contextual barriers they face.
- We prioritise early and accurate identification of needs, implementing a continuous cycle of planning, action, and review to ensure timely adaptations reduce barriers to learning and wellbeing.
- The plan is fully aligned with wider school improvement priorities, ensuring that staff are clear on their roles in delivering targeted academic support, high-quality inclusive teaching, and robust pastoral care.

What are the key principles of your strategy plan?

- **High-Quality Inclusive Teaching First:** We recognise that everyday high-quality inclusive teaching benefits pupils who find learning hardest and reduces the need for disproportionate individual adaptations.
- **High Expectations for All:** We maintain high expectations for disadvantaged pupils, ensuring leaders and staff actively eliminate low expectations and provide rigorous support.
- **Targeted and Evidence-Informed Intervention:** We use the best available evidence and research to design interventions that secure strong foundational knowledge in communication, language, reading, spelling, and mathematics.
- **Holistic Development:** We ensure barrier-free access to a rich range of wider opportunities, extracurricular activities, and careers education to build character, resilience, and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Children enter the early years with starting points that require targeted priority on communication, language, and foundational knowledge to ensure a successful start to their education.
2	Gaps in securing foundational knowledge in communication and language, including oracy, reading, writing, and mathematics, which can hinder disadvantaged pupils from accessing the full curriculum and progressing effectively from their starting points.
3	Ensuring high attendance and punctuality requires continuous, proactive collaboration with families and targeted support to reduce persistent absence, so all pupils can consistently access learning and flourish.
4	Additional support and focused development are needed for some disadvantaged pupils to consistently regulate their emotions, build resilience, and develop positive attitudes to learning within our calm, predictable routines.
5	Enhancing cultural capital by broadening children's experiences outside of school, embedding rich vocabulary, and providing targeted character development opportunities to fully support curriculum access and engagement.
6	Addressing wider social and economic factors through strong multi-agency partnerships, family support, and targeted mental health and wellbeing initiatives to ensure every family and child is well supported.
7	Meeting the needs of a significant proportion of pupils with SEND within the pupil premium cohort through high-quality inclusive teaching, the graduated approach, and robust collaborative planning.

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
Progress and attainment in reading, writing and maths.	Attainment at expected standard of the pupil premium cohort will continue to improve at KS2 in comparison to previous years and will continue to be above national average for PP and move closer to the national non-PP figures. Attainment at greater depth will continue to improve. The PP cohort will achieve well in the Year 4 Multiplication Tables Check. The PP cohort will meet FFT estimates, ensuring their attainment is in line with their prior attainment/ability.

Phonics attainment KS1	Improved progress from starting points – increase the number of pupil premium children achieving PSC compared to Autumn targets. Year 1 PP pupils meet the government targets for the PSC.
Improve attendance of disadvantaged	Ensure attendance of disadvantaged pupils is improving over time and the gaps between pp and non pp are closing. Attendance will improve over the course of the year. Number of PA reduces. Attendance of pupil premium is moving towards national PP figures.
Improve outcomes in EYFS	Disadvantaged children make excellent progress from their starting points – Number of children achieving GLD increases from Autumn targets set.
Disadvantaged pupils have access to a wide range of experiences, including trips, visits and extra-curricular clubs	Wide range of trips and visitors carried out that are linked to the curriculum Disadvantaged pupil attendance of extra-curricular is tracked and monitored. Increased percentage of disadvantaged children attending extra-curricular clubs Disadvantaged pupils attendance of extra-curricular is in line with the percentage of PP in the cohort

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: £81, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly staff CPD in Reading, Writing and Maths: English and maths leads are released half a day each week to coach and support teaching staff.	'…professional development makes a significant difference to student attainment… the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13… the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.' (Education Policy Institute and Ambition Institute) 'Spending on improving teaching might include professional development, training and support for early career teachers… Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF Pupil Premium Guide)	1, 2, 7

Staff INSET time dedicated to Oracy and Dialogic teaching: Implementing structured whole-school professional development on dialogic teaching, classroom dialogue, and vocabulary.	'Oral language interventions emphasise the importance of spoken language in learning… approaches that explicitly structure speaking and listening can lead to significant gains in reading and overall academic attainment.' (EEF Teaching and Learning Toolkit: Oral Language Interventions)	1, 2, 5
Place Value of Grammar and Punctuation (PVGP) training and implementation: Training and resources deployed to address basic skills and secure strong foundations in writing.	'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning… Explicit teaching of grammar and writing structures supports pupils in producing high-quality work.' (EEF)	1, 2, 7
Mastering Number programme implementation: Led by the maths lead, delivering targeted training and daily number sessions to build foundational arithmetic and fluency.	'Approaches that focus on secure mathematical foundations and fluency are vital for ensuring that pupils make progress across the curriculum.' (EEF / EEF Mathematics Guidance Reports)	1, 2, 7

Handwriting scheme implementation (Letter-join): Establishing a consistent, whole-school approach to secure accurate letter formation and handwriting fluency from early years onwards.	'Developing fluent handwriting and transcription skills frees up cognitive working memory for higher-level composition and spelling.' (EEF Literacy Guidance)	1, 2
Read Write Inc (RWI) full package: Including staff development days and weekly coaching led by the Early Reading and Phonics lead.	'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress' (EEF)	1, 2, 7
Improve quality of EYFS through release of EYFS lead and additional TLR role: PDM and INSET time assigned each half term.	'High-quality early education benefits all children, both during their early childhood and later in their schooling. It is particularly beneficial for children from disadvantaged backgrounds and for children with SEND' (DfE 'A Good Start')	1, 2, 4, 7
Speech and Language WellComm Programme: Screening all children on entry to Reception and implementing bespoke intervention programmes.	'A long-standing body of research suggests that early communication and language skills have a significant influence on children's achievement at school and other later outcomes' (DfE 'A Good Start')	1, 2, 7
SENCO x 2 days non-teaching time: Supporting staff in accurately meeting needs whilst delivering high-quality teaching to the whole class.	'…the starting point is to ensure low-attaining pupils and those with SEND receive high quality teaching, as the evidence shows that it is these children who are most disadvantaged by current arrangements' (EEF)	7

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

Budgeted cost: £35, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching in Year 4, 5, and 6: Targeted academic support focused on disadvantaged pupils and pupils with SEND to address learning gaps and accelerate progress.	'Overall, evidence shows that small group tuition is effective… Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF Toolkit: Small Group Tuition)	1, 2, 7
Times Table Rockstars to impact on pupil fluency and times table retention	'The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it' (SHINE Trust) 'Mathematical fluency is key to ensuring children make progress in maths. These targeted programmes will help transforms mathematics for the lowest achieving learners and support pupils with identified fluency gaps'.	1,2,7
Speech and Language Support programme – move to targeted support - EYFS	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their age. Higher than average numbers of children access SALT in Reception – high numbers of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist 'a long-standing body of research suggests that early communication and language skills have a significant influence on children's achievement at school and other later outcomes, including employability and mental health' (DfE 'A Good Start')	1,

EYFS teacher, HLTA and TA to support with RWI, speech and language and early reading.	'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives' (Sir Kevin Collins, EEF)	1, 2,7

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programme to support children's mental health Lunchtime Support to provide high quality games and activities to engage pupils. Safeguarding lead training and safeguarding administration Data Analysis (incl Att and Behaviour) Attendance and safeguarding SLA support service	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. 'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance' (EEF Toolkit: Behaviour Interventions) 'Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning' 'There is no substantial disadvantage to investing in a successful behaviour culture in a school' (Tom Bennett) 'A YouGov survey show that pupils are potentially losing up to an hour of learning each day in English schools because of disruption in classrooms. This is equivalent to 38 days of teaching lost per year'	2,3,4,6,7
Implementation of attendance strategy, including first day response office time	'There's a clear link between poor attendance and lower academic achievement… 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C… Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years' (NFER)	2,3,4

	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, (DfE) Children who started missing school at the primary level find it difficult to study as they have already developed a very poor attitude to school. … the EWOs, will try to look for ways to help parents get their children to school more frequently. This is particularly helpful to parents whose children miss school due to circumstances that are out of their control rather than out of choice… Getting a good education will ensure that children will have a better chance at becoming something good in the future. (CPD Online) Attendance figures are low for pupil 'To benefit from instruction, students must attend school regularly. Studies show that school attendance is a strong predictor of course performance and the strongest predictor of high school dropout' Rodgers et al	
Subsidising of educational experiences; financial support to remove barriers to curriculum accessibility, for example music tuition, trips and visits, visitors to school.	'Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment….The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation) 'Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not…taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources'. (Nuffield Foundation 2016) 'Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities' (ONS)	2,4,5,6
Wide range of extracurricular clubs offered. Tracking and monitoring of PP engagement.		2,3,4,5,6
Implementation of Halsnead SHINE		2,3,4,5,6

personal development curriculum, which includes development of the curriculum, full resourcing, CPD and planning time and planned experiences		
Family support interventions and workshops ran for Reception and Nursery parents/carers (x10)	'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.' '… increasing parental engagement in primary and secondary schools had on average two to three months' positive impact' (EEF: Parental Engagement)	2,3,4,5,6
Whole school Thrive approach to support social and emotional needs, including Thrive breakfast intervention.	Thrive helps to develop resilience in young people. (Hart and Heaver 2015) Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013) Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	2,3,4,5,6
HLTAs to support with learning support, focusing on catch up and SEND support interventions	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment… Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' (EEF: Social and Emotional Learning)	1,2,3,5,6
Learning Mentor to support children with behaviour through intervention to stop issues before they arise		2,3,5,6

Total budgeted cost: £161 200

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 2025 26 academic year.

Evaluation
• **Key Stage 2 Attainment:** In 2026, **70.8%** of disadvantaged pupils achieved the expected standard in combined reading, writing, and mathematics, considerably outperforming the national comparator of **46%**. • **Long-Term Trajectory:** Performance for disadvantaged pupils demonstrates a sustained three-year upward trend in combined subjects, rising from **68%** in 2023–24 and **65.9%** in 2024–25 to **70.8%** in 2026. • **Phonics Screening Check: 77%** of disadvantaged pupils passed their Phonics Screening Check, compared with **43%** in the previous academic year and comfortably outperforming the national average of **67%**. • **Multiplication Tables Check (MTC):** Disadvantaged pupils secured strong results in the MTC, achieving an average score of **21.45 out of 25** for pupils who accessed the test (or **19.5 out of 25** across the full cohort including non-accessing pupils), comparing favorably against the national average of **19.3 out of 25** for disadvantaged pupils. • **Early Years Foundation Stage (EYFS) Progress:** Targeted provision successfully accelerated progress in the Early Years, with the proportion of pupil premium children achieving a Good Level of Development (GLD) increasing from a baseline starting point of **33%** to **50%** by the end of Reception. This is broadly in line with the national average for disadvantaged learners (**~51.5%**) and represents exceptional value-added progress from their low starting points. • **Enrichment Engagement: 67%** of pupil premium children across Years 1 to 6 successfully accessed at least one extracurricular club during the academic year, ensuring broad and equitable participation in our enrichment offer. • **Staff Alignment: 100%** of staff survey respondents agree that school leaders equip and enable them to support all pupils effectively, including those experiencing disadvantage. **Key Areas for Development and Next Steps** While academic outcomes, phonics, and early years progress show robust upward trajectories, attendance remains a critical focus area. Attendance for disadvantaged pupils stood at **89.3%** last year. Consequently, our ongoing strategy prioritizes closing attendance disparities between disadvantaged pupils and their non-disadvantaged peers, alongside reducing persistent absence within this vulnerable group through earlier identification, stronger family engagement, and targeted pastoral support.

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