

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	2021	2022	2023
School name	Lower Halstow School		
Number of pupils in school	161	186	186
Proportion (%) of pupil premium eligible pupils	13%	11%	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024		
Date this statement was published	Dec 21	Dec 22	Dec 23
Date on which it will be reviewed	July 22	July 23	July 24
Statement authorised by	Tara Deevoy		
Pupil premium lead	Michelle Crowe		
Governor / Trustee lead	Amanda Boyne		

### Funding overview

Detail	2021	2022	2023
Pupil premium funding allocation	£31,485	£33,204	£29,055
Recovery / catch up premium funding allocation	£3,045 (recovery)	£3,564 (catch up)	£1172 (catch up)
Pupil premium funding carried forward from previous years	£0	£0	£0
<b>Total budget for this academic year</b>	<b>£34,530</b>	<b>£36,768</b>	<b>£30,227</b>

# 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, mobile cohorts 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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These were reviewed in July 2022 and remain the same. This is mainly due to the significant absence of children during the autumn & spring terms due to Covid, Chicken Pox and Hand Foot and Mouth. These were reviewed in July 2023 and remain the same but with an increasing need for early intervention in reception.

	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In 2022, the situation remains challenging in the early years. NELI screening indicates an increase in the number requiring early intervention for language development. In 2023, the need for early language intervention has increased again. Language screeners indicate a very high level of need, with more severe language needs identified.</p> <p>7.4% (2) of the Year R cohort are disadvantaged and 'Speech and Language Link' assessments identified them as having significant language difficulties.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2022, early assessments in Reception show only 2 pupils ready to access our SSP at the age appropriate level and a number of KS2 pupils the majority of whom are disadvantaged still requiring daily phonics input.</p> <p>In 2023 7.4% (2) of the Year R cohort are disadvantaged and did not achieve in any areas of the baseline assessment. The majority of KS2 pupils requiring daily phonics catch up are disadvantaged.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 70 -100% of our disadvantaged pupils arrive below age-related expectations compared to 26 – 100% of other pupils. This gap narrows slightly by the end of KS2. In 2022 this remains unchanged.</p> <p>In 2023 the maths attainment gap was reversed in EYFS and KS2 with 100% of disadvantaged achieving expected outcomes in maths. However, in other year groups, particularly Y2 there is still a gap which needs addressing.</p>
4	<p>The bottom 20% of readers have been disproportionately affected by lockdown, but all readers have experienced a slowing of vocabulary acquisition. In 2022 this remains unchanged. In 2023, this remains unchanged.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teachers referrals for support markedly increased during the pandemic. In 2021, 16 pupils (9 of whom were disadvantaged) required targeted specialist support for social and emotional needs. In 2022, 18 pupils (7 of whom are disadvantaged) require targeted specialist support for social and emotional needs. 30% disadvantaged pupils require on-going specialist support.</p> <p>In 2023, 23 pupils (11 of whom are disadvantaged) require targeted specialist support for social and emotional needs.</p>

6	<p>Our 20 – 21 attendance data shows that 27% of disadvantaged pupils have been ‘persistently absent’ compared to 15% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. This is particularly the case for our traveler community who have a persistent absence rate of 69%.</p> <p>21 – 22 attendance data shows that 57% of disadvantaged pupils have been ‘persistently absent’ compared to 25% of their non-disadvantaged peers. GRT persistent absence rose to 89%. This is due to an increase in the number of new GRT pupils settling into school life and high levels of illness throughout the school.</p> <p>Term time holidays now present a challenge across all demographics.</p> <p>22 – 23 attendance data shows that 30% of disadvantaged pupils have been persistently absent compared to 13% of their non-disadvantaged peers. GRT persistent absence dropped to 56%.</p> <p>Term time holidays are still a challenge across all demographics.</p>
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## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language & vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including EYFS profile, engagement in lessons, book scrutiny and formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard and 100% make at least expected progress across the key stage.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard and 100% make at least expected progress across the key stage.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

	<ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li><li>• Persistent absence in our traveller community is reduced to less than 30%</li></ul>
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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. **Elements in red have been added in for the 2022 – 23 academic year, other elements are sustained effective provision from last year. Elements that are no longer necessary or that did not have sufficient impact have been removed.**

Elements in blue have been continued for 23 – 24

## Teaching (CPD, recruitment and retention)

Budgeted cost: **£ 8,927**

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase standardised diagnostic assessments.</p> <p>Train new staff to ensure assessments are interpreted and administered correctly.</p> <p>(£1326)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Provide ongoing staff development via instructional coaching.</p> <p>£2356</p> <p>Purchase of Schofield &amp; Sims resource to support dialogic activities in reading lessons.</p> <p>£300</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase further resources to secure stronger phonics delivery of our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2

<p>Apply for support from the English Hub to develop the effectiveness of Little Wandle SSP</p> <p>£1500</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund maths leader release time to coach new staff and provide CPD (including Teaching for Mastery).</p> <p>£2086 (1.5 hrs weekly release)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Embed elements of the HeartSmart PSHE SoW focused on social and emotional regulation.</p> <p>£300</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Build foundations to develop the 'Balanced System' as a whole school approach to supporting pupils with communication needs.</p> <p>Train staff to deliver the Speech Bubbles program</p> <p>Use the Speech Communication and Language Framework to audit staff expertise and deliver targeted training.</p> <p>£1359 (0.5 days release time for training all staff)</p>	<p>CPD at every level to develop supportive systems in school for communication.</p>	

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

Budgeted cost: **£21,976** including **£1,172** catch up funding

Activity	Evidence that supports this approach	Challenge addressed
Engage with NELI in YR <del>and Y1</del> to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills. Pre-teaching vocabulary in Y1 - 6  £2356 (TA time)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Provide 1:1 SALT support for those disadvantaged pupils with the most significant need to enable them to communicate with peers and access learning in class.  £9,792 (75% HLTA)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Deliver additional phonics sessions for disadvantaged pupils who require further phonics support. Little Wandle boosters £7068 (1hr daily TA time R,1,2)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
<b>Continue to</b> implement 1stClass@Number to improve understanding of number for pupils who have gaps in their understanding and a lack of automaticity where needed. Delivery cost (TA time) TBC based on need	Using teaching assistants to deliver highly structured time limited interventions to address learning deficit has a strong evidence base. Targeted Number sessions have been shown to be effective when delivered regularly over 10 weeks.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	3



N/A		
<p>Purchase whole school manipulatives system 'Number Stacks' to ensure consistency between KS1 and KS2.</p> <p>Release maths leader to provide training for TAs and teachers.</p> <p>£210 resource</p> <p>£108 trainer</p> <p>£940 release</p> <p>Main budget to cover cost of ongoing delivery of this intervention.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £3,564 + 25% (additional hours of p/t teaching staff to secure high quality, intensive tutoring in T1)</p> <p>Purchase Third Space Learning to provide personalised Maths intervention for targeted children £2,760</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: **£16,697.28**

Activity	Evidence that supports this approach	Challenge addressed
<p>Embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Continue attendance at LA network meetings.</p> <p>(£453) 1hr week of office</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Provide support for well-being across the school via the use of a well-being TA, who can supplement tier one universal support provided by class TAs and liaise with agencies to secure tier 3 support for those disadvantaged pupils with the greatest mental health needs.</p> <p>Emotional well being support increased to £8,604.72 (18 hours)</p> <p>Additional ELSA capacity planned.</p> <p>2 additional hours per week £973.56 (PA)</p> <p><b>Total £9,578.28</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	5
<p>Continue to roll out Heartsmart PSHE SoW focused on improving metacognition and resilience.</p> <p>£300</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a></p>	5
<p>Make provision for engagement of disadvantaged pupils in wider opportunities linked to SDG and Global Council and extra-curricular enrichment activities linked with well-being and mental health.</p> <p>Amended to include Brogdale programme and Wilder Kent projects.</p> <p>£2526 (2 hrs a week)</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p>	

+£3040 (funded clubs)		
Contingency fund for acute issues. £800	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £47,600.28**

**Overspend of £17,373.28 to be covered by main budget.**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2021 to 2022 academic year. Green areas represent improvement and on track to meet or exceed 2024 targets.

Priorities 22 - 23	2023 Outcomes for disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improvement in oral language & vocabulary among disadvantaged pupils who attend regularly. NELI outcomes were less positive less than half YR pupils made accelerated progress in vocabulary development.
Improved reading attainment for disadvantaged pupils at all stages and progress across KS2.	Phonics Y1 100% pupils met the standard. Phonics Y2 60% retakes met the standard KS1 Reading 33% met the expected standard KS2 Reading 100% met the expected standard
Improved maths attainment & progress for disadvantaged pupils at the end of KS2.	KS2 maths 100% met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The curriculum has been changed to ensure all pupils access enrichment and well-being support through a universal offer. Surveys of pupils and demand for targeted support reflect the success of this approach. An increased number of pupils required specialist targeted support overall but fewer disadvantaged pupils required this following effective tier 1 and tier 2 support provided. The offer of 2 funded extra-curricular enrichment activities per term continues to secure high participation of disadvantaged pupils following the initial 300% increase. This is a low cost, high impact strategy.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall absence rate for disadvantaged pupils was 8.7% Overall absence rate for non-disadvantaged pupils was 5.5% Attendance gap between disadvantaged pupils and their non-disadvantaged peers has narrowed to 3.2%  Persistent absence of disadvantaged pupils was 30% Persistent absence of non disadvantaged pupils was 13% Persistent absence of all GRT pupils was 56%  This is a <b>decrease of 15% in overall PA since last year</b> due to robust measures to tackle casual absence.

## Service pupil premium funding

Not reported due to GDPR (1 pupil)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information

### Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular and curriculum activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Y6 will include a focus on confidence building to support transition to secondary school. This will involve external partners such as Creed, Brogdale CIC etc. The offer will be based on evidence regarding metacognition and self-regulation <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation>

### Planning, implementation, and evaluation

In planning & reviewing our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and what interventions had been successful in securing accelerated progress.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We engaged in evidence based training with the EEF via the [EEFective Kent project](#) and had a coach who worked with key staff to develop our thinking about evidence based practice.

We looked at a number of 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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 continue to use this as we deliver our chosen approach and sustain impact in the longer term.

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

