

# Pupil premium strategy statement 2024 – 2027 (2025 update)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Our pupil premium plans run for 3 years but are updated each year and reviewed termly.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. It also summarises the impact that last year's spending had within our school. Our detailed, data driven impact report is not published as it identifies pupils by name.

## School overview

Detail	2024/25	2025/26	2026/27
School name	Lower Halstow School		
Number of pupils in school	187	201	
Proportion (%) of pupil premium eligible pupils	16% (30)	18% (36)	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027		
Date this statement was published	Nov 24	Dec 25	
Date on which it will be reviewed	July 25	July 26	July 27
Statement authorised by	Tara Deevoy		
Pupil premium lead	Michelle Crowe		
Governor / Trustee lead	Amanda Boyne		

## Funding overview

Detail	2024	2025	2026
Pupil premium funding allocation	£41,399	£43,711	
Catch up premium funding allocation	£689	£0	
Pupil premium funding carried forward from previous years	£0	£0	
<b>Total budget for this academic year</b>	£42,088	£43,711	

# 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 pupils and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for the pupil premium 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
- ensure that disadvantaged pupils are fully engaged in all aspects of school life and are able to attend regularly.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these remain the same from previous plans despite data now not showing this due to the positive impact of previous actions. Continuing to highlight these challenges ensures that these effective measures are able to continue.

	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.</p> <p>Evidence – baseline assessment, NELI screeners, SpeechLink screening, SALT assessments.</p>
2	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Evidence – number of YR pupils unable to access SSP on entry, phonics outcomes in Y1 and Y2, number of KS2 pupils requiring phonics catch up, EP report commissioned on Y2/3 phonic challenges.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, this is the case. This gap narrows by the end of KS2 due to good progress for this group but QLA shows that low attainment is mainly due to missing foundational knowledge of number or difficulty in accessing extended language based reasoning-style questions.</p> <p>Evidence – baseline assessment, KS1 SATS, WR standardized tests, QLA of WR and KS2</p>
4	<p>Writing outcomes for disadvantaged pupils are lower, due to a mixture of underdeveloped fine motor skills, weak speech patterns, poor spelling and a lack of vocabulary. This is most prevalent in the lower year groups. Work on oracy and vocabulary have had some impact, but transcription skills - handwriting and spelling have been identified as key barriers to writing grammatically correct sentences due to pupils not being able to read &amp; edit their own work for improvement. In UKS2 for those pupils who started school during covid, incorrect letter formation is sometimes a barrier to fluent legible handwriting. Attitudes towards writing are generally positive with no particular trends.</p> <p>Evidence – ELG outcomes, KS1 outcomes, work scrutiny, pupil voice.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils who started school during or after COVID. A lack of school readiness in YR is now a significant barrier for securing GLD as staff are spending longer on securing basic skills, emotional well-being and behaviour for learning before teaching can begin. Pupils make rapid progress but do not hit key milestones.</p> <p>Evidence – Baseline assessment and GLD outcomes.</p> <p>2021-22 7/18 pupils receiving targeted support were disadvantaged. 30% disadvantaged pupils requiring ongoing support.</p> <p>2022-23 11/23 pupils receiving targeted support were disadvantaged. 25% disadvantaged pupils requiring ongoing support.</p> <p>2023-24 13/26 pupils receiving targeted support were disadvantaged. 50% disadvantaged pupils requiring ongoing support.</p> <p>2024 -25 additional 4 PP pupils added to the well-being support schedule.</p>

6 Poor attendance continues to be a common **barrier to strong progress** across all pupil groups. Term time holidays are also a challenge across all demographics. Overall attendance continues to be a challenge but the gap between disadvantaged pupils and their non-disadvantaged peers has closed to 1.4% (93.2% v 94.6%) as a result of sustained action.

The positive impact of actions to improve attendance and the effective interventions to mitigate lost learning during the last PP strategy highlight the importance of maintaining this focus in order to support sustained better pupil outcomes for disadvantaged pupils.

Evidence – Overall attendance data by vulnerable group, weekly attendance monitoring, pupil progress meetings – with tracking by multiple characteristics.

After significant progress in 23/24, the **persistent absence gap** between different vulnerable groups, is again due to our GRT pupils (although not at previous levels) so this strategy continues to contain specific actions that have proved successful in engaging and supporting those families.

In 24/25 the cost of living crisis resulted in a huge increase in term-time holidays with double the number of PN issued compared to previous years across all vulnerable groups. This almost entirely accounts for the increase in PA. Parents are also now more aware of the 10 session rule, resulting in an increase in 4 day holidays, so the actual number of holidays is even higher than the PN number suggests. The additional comms from school regarding the impact of term-time holidays do not cost anything and are therefore not included in this strategy but are in the attendance action plan.

Evidence - Persistent absence data

	21-22	22-23	23-24	24 - 25
All	27%	16% (30/184)	11% (21/192)	18.8% (36/191)
Non-disadvantaged	25%	13% (21/155)	9% (15/158)	16.1% (25/155)
Disadvantaged	57%	31% (9/29)	21% (7/34)	30% (11/36)
GRT	89%	53% (9/17)	26% (6/23)	47.3% (9/19)
Disadvantaged & Non-GRT			15% (4/26) 12% (3/36) – 1 medical	16.6% 5/28
Disadvantaged & GRT			25% (2/8)	75% 6/8

Whilst the school data remains below national for persistent absence and the relative gap between vulnerable groups is narrowing (more than double 23/24, less than double 24/25), this continues to be a barrier and requires **ongoing vigilance and support** to ensure that all vulnerable groups continue to attend regularly and that those hard to reach families are engaged in school.

Although our persistent absence data indicates a gender gap, this is due to specific circumstances including medical and is not an indication of an underlying trend.

7 Our disadvantaged pupils with multiply vulnerabilities e.g. SEND/PA/mobility represent the majority of disadvantaged pupils who do not reach expected outcomes by the end of KS2.

The '2025 SEND annual report to governors' shows that while SEND pupils are generally making good progress and are well catered for, those with multiple vulnerabilities such as

	<p>being pupil premium and SEND with low attendance making slower progress than their peers.</p> <p>Due to changes across the local authority and the ongoing challenges of disadvantaged families accessing early (pre-school) intervention and support, there are an increasing number of disadvantaged pupils across each school with SEND and on entry this is now often unidentified.</p> <p>Evidence – 2025 SEND report, EYFS baseline, KS2 outcomes 24/25 IDSR</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 ( <i>updated annually</i> )
Improved oral/aural language skills and vocabulary/understanding among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language &amp; vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including EYFS profile, SALT assessments, NELI outcomes, engagement in lessons and formative assessment.</p> <p>Key measures</p> <ul style="list-style-type: none"> <li>• Baseline Listening &amp; Understanding</li> <li>• ELG – Listening, attention and understanding</li> <li>• NELI outcomes</li> </ul>
Improved reading attainment for disadvantaged pupils.	<p>2026 ELG word reading outcomes show accelerated progress from starting points.</p> <p>Y1 &amp; Y2 phonics show significant uplift from previous phonics outcomes.</p> <p>KS1 meet specific reading targets set based on guidance from specialist teachers and EHCP targets.</p> <p>KS2 reading outcomes show that</p> <ul style="list-style-type: none"> <li>-100% of disadvantaged pupils without SEND meet the expected standard</li> <li>-100% disadvantaged pupils make <b>at least</b> expected progress across the key stage or from their starting points.</li> </ul>
Improved maths attainment for disadvantaged pupils	<p>2026 ELG number outcomes show accelerated progress from starting points.</p> <p>KS1 meet specific maths targets set based on guidance from specialist teachers and EHCP targets.</p> <p>KS2 maths outcomes show that</p> <ul style="list-style-type: none"> <li>-100% disadvantaged pupils without SEND meet the expected standard.</li> </ul>

	-100% disadvantaged pupils make expected or better progress across the key stage or from their starting points.
Improved writing attainment for disadvantaged pupils.	<p>2025 ELG writing outcomes show accelerated progress from starting points.</p> <p>KS1 meet specific writing targets set based on guidance from specialist teachers and EHCP targets.</p> <p>KS2 writing outcomes show that</p> <p>-100% disadvantaged pupils without SEND meet the expected standard.</p> <p>-100% disadvantaged pupils make expected or better progress across the key stage or from their starting points.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those entering EYFS	<p>Achieve sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> <li>• feedback from specialist support/interventions</li> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• ongoing participation in enrichment activities, particularly GRT pupils.</li> <li>• EYFS pupils settle quickly, with support for emotional regulation leading to greater engagement in learning, stronger progress and better GLD outcomes.</li> </ul>
To sustain and continue to improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces further</li> <li>• the relative persistently absent gap between disadvantaged pupils and their non-disadvantaged peers reduces further.</li> <li>• Persistent absence in our traveller community is reduced to less than 30%</li> </ul>
To improve outcomes for disadvantaged pupils with SEND	<ul style="list-style-type: none"> <li>• Progress of PP pupils with SEND is in line or above that of PP pupils without SEND.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and catch up premium funding) this academic year to address the challenges listed above.

### Teaching (CPD, recruitment and retention)

Budgeted cost: **£13,920**

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase standardized tests and online gap analysis tool</p> <p>Train new staff to ensure assessments are interpreted and administered correctly.</p> <p>Maths £720 Reading £1080 Tool £344</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>	<p>1, 2, 3, 4</p>
<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 (release) £1300 (external coaching)</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>	<p>1</p>
<p>Purchase further blending and fluency resources to secure stronger phonics delivery of our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle)</p> <p>Continue to access support from the <b>English Hub</b> to develop the effectiveness of Little Wandle SSP</p> <p>£1500</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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</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="https://publishing.service.gov.uk">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>Engage with Mastering Number programme via the <b>Maths Hub</b> for EYFS and KS1 teachers in order to improve foundational knowledge of number in youngest year groups and support KS2 readiness.</p> <p>£2500 (release for CPD)</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="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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="https://educationendowmentfoundation.org.uk">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>Use the Speech Communication and Language Framework to audit staff expertise and deliver targeted training.</p> <p>£1359 (0.5 days training all staff Spring 26)</p>	<p>CPD at every level to develop supportive systems in school for communication.</p> <p><a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Increase SENCO time to provide direct practical support to staff for adaptive teaching strategies in the classroom for</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net">EEF Special Educational Needs in Mainstream Schools Recommendations Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	7

<p>communication and language including colourful semantics and ensure the recommendations from EEF are continually improved and developed.</p> <p>Boost capacity to provide diagnostic screening on entry for mobile pupils where necessary.</p> <p>Covered by Federation staffing</p>		
<p>Embed the handwriting strategy developed last year and develop a spelling strategy which addresses the specific challenges of disadvantaged and SEND learners including reviewing all previous schemes, methods and interventions and draws on guidance for Strand 5 from EEF Literacy recommendations.</p> <p>Subject Leader release £375</p> <p>Include training in support staff meeting schedule to reduce cost.</p>	<p><a href="#">EEF-KS2-lit-2<sup>nd</sup>-Recommendations-poster.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p>	<p>4</p>

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

Budgeted cost: **£25,754**

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to engage with NELI style activities in YR to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills. Pre-teaching vocabulary in Y1 – 6</p> <p>£2356 (TA time)</p>	<p>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:</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 4</p>

<p>Provide 1:1 specialist SALT support for those disadvantaged pupils with the most significant need to enable them to communicate with peers and access learning in class.</p> <p>£9,792 (daily in-house specialist)</p> <p>£2520 (termly speech therapist visits to create targeted support programs)</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Deliver additional phonics sessions for disadvantaged pupils who require further phonics support.</p> <p>Little Wandle catch up</p> <p>£7068 (1hr daily teacher/TA time R,1,2)</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Deliver associated daily 15 min interventions as part of the mastering number program.</p> <p>Cover cost of delivery from main school budget</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>3</p>
<p>Ensure there are a range of maths interventions in KS2 to support pupils in securing missing foundational knowledge.</p> <p>Continue to use the whole school manipulatives based intervention 'Number Stacks', Power of 2 and Fluency Bee to ensure consistency between KS1 and KS2.</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="https://publishing.service.gov.uk">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>Release maths leader to provide training &amp; support for TAs and teachers.</p> <p>£210 resources £108 trainer £940 release</p> <p>Main budget to cover cost of ongoing delivery of this 1:1 intervention.</p>		
<p>Provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Purchase 1:1 tuition from Third Space Learning to provide personalized Maths tutoring 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="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: **£16,268**

Activity	Evidence that supports this approach	Challenge addressed
<p>Embed principles of good practice set out in the DfE's <a href="https://www.gov.uk">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>Continue attendance at LA network meetings.</p> <p>(£453) 1hr week release</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 trained well-being TA, who can supplement tier one universal support provided by class TAs and liaise with agencies to secure tier 3 specialist support for those disadvantaged</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>pupils with the greatest mental health needs.</p> <p>Targeted communications and support for GRT families to support engagement in education and higher attendance.</p> <p>Emotional well-being &amp; GRT support increased to £8,604.72 (18 hours pw)</p>		
<p>Continue Heartsmart PSHE SoW focused on improving resilience focused on strand 1 of the EEF guidance report (structured teaching)</p> <p>£300</p>	<p><a href="#">EEF SEL Summary of recommendations poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	5
<p>Make provision for engagement of disadvantaged pupils in wider opportunities linked to the curriculum and extra-curricular enrichment activities linked with well-being and mental health.</p> <p>Brogdale CIC, Belmont House, Forest School, Wilder Kent projects.</p> <p>£2526 (2 hrs a week)</p> <p>+£3040 (funded clubs)</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>	5
<p>Introduce enriched playtimes with additional equipment and staff to support engagement in a wider range of creative and imaginative play.</p> <p>£1346 (additional MDMS)</p>	<p><a href="#">The Power of Play: A Pediatric Role in Enhancing Development in Young Children   Pediatrics   American Academy of Pediatrics (aap.org)</a></p>	1,5,6
<p>Maintain increased staffing ratio in EYFS to ensure that there is capacity to support disadvantaged children in developing basic skills and self-regulation quickly in order to accelerate readiness to learn.</p> <p>Cost covered from main budget and high needs funding.</p>	<p><a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	5

**Total budgeted cost: £55,942**

**Overspend of £12,231 to be covered by central funding**

## 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 2024 to 2025 academic year.

Priorities 24 - 25	2025 Outcomes for disadvantaged pupils
Improved oral/aural language skills and vocabulary/understanding among disadvantaged pupils.	Assessments and observations indicate improvement in oral language & vocabulary among disadvantaged pupils who attend regularly. NELI outcomes were positive -YR pupils all made accelerated progress in vocabulary development. Teachers report better use of vocabulary in writing and verbal class contributions. However the cost of delivering the NELI programme 'as is' is not value for money given the outcomes for a very small group of 4, only 1 of which was disadvantaged.
Improved reading attainment for disadvantaged pupils.	Phonics Y1 25% (1/4) disadvantaged pupils met the standard Phonics Y2 50% (1/2) disadvantaged pupils met the standard KS1 Reading 50% disadvantaged pupils met the standard KS2 Reading 33% (1/3) disadvantaged pupils met the standard. All made strong progress from their starting points overcoming significant individual barriers to nearly achieve expected. <i>Gap in Y1 phonics and KS2 reading remains for disadvantaged pupils with SEND.</i>
Improved maths attainment for disadvantaged pupils	2024 KS2 maths 42% (3/7) disadvantaged met the standard 2025 KS2 maths 67% (2/3) disadvantaged met the standard
Improved writing attainment for disadvantaged pupils.	2024 KS2 writing 62.5% 2025 KS2 writing 33% (1/3) disadvantaged met the standard
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils and those entering EYFS	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 the new universal offer. An increased number of pupils required specialist support overall but fewer disadvantaged pupils required this following effective tier 1 (universal) and tier 2 (targeted) support. The offer of 2 funded extra-curricular enrichment activities per term continues to secure high participation of disadvantaged pupils following the initial 300% increase in uptake. This is a low cost, high impact strategy.
To sustain and continue to improve attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance for disadvantaged pupils was 91.3% Overall attendance for non-disadvantaged pupils was 93.5% Attendance gap between disadvantaged pupils and their non-disadvantaged peers has increased to 2.2% (solely due to TT holidays – no increase in illness or casual absence) Persistent absence of disadvantaged pupils was 30%

	<p>Persistent absence of non GRT disadvantaged pupils was 16.6%</p> <p>Persistent absence of non-disadvantaged pupils was 16.1%</p> <p>Persistent absence of all GRT pupils was 47%</p> <p>This is an increase of 20% of following the 33% decrease in GRT persistent absence last year. This is wholly due to TT holidays as high levels of casual absence have been successfully addressed.</p>
To improve outcomes for disadvantaged pupils with SEND	Whilst attainment remains below expected. Scaled score for disadvantaged pupils with SEND increased to mid 90s or above for all children in all subjects.

## Service pupil premium funding

Not reported in detail due to GDPR (1 pupil)

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

## Further information

### Additional activity

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

- utilising a [DfE grant to train another 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 wider range of high-quality personal development activities to boost engagement, behaviour and attendance and raise aspiration. Y6 will include a focus on confidence building to support transition to secondary school. This will involve external partners such as Creed, Brogdale CIC. 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 [EEFfective 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 (3 evaluation points per year) and adjust our plan annually to secure better outcomes for pupils.