

# Pupil Premium Strategy Statement for Himbleton CE Primary School and Nursery

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	111 (96 pupils from Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	2.1% (FSM)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	1 <sup>st</sup> September 2025
Statement authorised by	Mrs Kirsty Shaw
Pupil premium lead	Mrs Kirsty Shaw
Governor / Trustee lead	Mr Mike Gee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,870
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£5,870</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our overall aim is to ensure that pupils from all backgrounds make good progress from their own individual starting points across all areas of school life, including academically and personally. We have high aspirations for all pupils to achieve their full potential, irrespective of their background and challenges they face. Our Pupil Premium Strategy is used to support disadvantaged pupils across the school to achieve this goal, including ensuring that pupils who are already high attainers and those who have additional needs and additional barriers to learning achieve their full potential, recognising that the gap between those pupils entitled to the pupil premium and those who are not is not purely academic and can present in a variety of forms. The planned support will be therefore be flexible to support vulnerable pupils as their needs change and is grounded in evidence-based approaches.

Central to our philosophy for maximising the outcomes for all pupils, including disadvantaged, is quality first teaching. High quality CPD will support teachers to deliver our personalised curriculum to meet the needs of all pupils. This has been proven to be one of the most effective strategies in diminishing the difference between the disadvantage attainment gap. Through quality first teaching we will also be able to support the learning of non-disadvantaged pupils who will continue to make good progress and achieve well. As well as high quality teaching and targeted support, pupils will also receive support through wider strategies. This will include a focus on ensuring all pupils receive the cultural capital they need in order to achieve well. Evidence-based support will be given for pupils' behavioural, social and emotional needs to ensure they are ready to learn.

The strategy will also focus on improving attendance as evidence shows consistently that this is linked to improving outcomes. This is further supported by ensuring that pupils from disadvantaged backgrounds remain a high focus in classrooms and that staff recognise the barriers which may impact on their continued progress and therefore address these at the earliest opportunity. This includes ensuring that teaching staff have honest and open conversations with parents to find ways in which to reduce or remove barriers and to support and intervene with support, including around attendance and punctuality.

All staff will be aware of the small number of disadvantaged pupils across the school and will be clear on the strategies used to support them to diminish any identified differences in attainment and progress.

## Challenges

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

Challenge number	Detail of challenge
1	<p>There are a number of pupils in school for whom social, emotional and mental health needs are a barrier to learning. Assessments have identified that 60% of our disadvantaged pupils are in this category and on-entry baseline assessments for Reception children indicate that a large proportion are below expected levels in PSED . By addressing this need, these pupils will be enabled to make stronger progress in core areas.</p>
2	<p>There are significant a number of children in school for whom speech and language development is proving to be a barrier to attainment in all areas of the curriculum. Reception Baseline levels for areas of the Early Years Foundation Stage curriculum in both the prime and specific areas continue to be below age-related expectations in Reception on entry, with Communication and Language and Speech being significant barriers for a large proportion of disadvantaged pupils as identified through robust Wellcomm screening and ECAT.</p> <p>Baseline data for the Reception 2023-2024 cohort indicates that 40% of pupils have barriers with speech and language/communication which has an impact on reading, writing and access to the wider curriculum.</p>
3	<p>Internal assessments show that in all year groups the attainment and progress in writing continues to be lower than in Reading and Maths. This relates specifically to sentence structure and stamina (writing at length).</p>
4	<p>As a result of periods of school closure and ongoing financial cost of living constraints, many pupils, including those who are disadvantaged, have had limited access to additional enrichment opportunities which are needed to provide a rounded education and the characteristics which lead to successful life chances in the future.</p>
5	<p>Attendance data shows that attendance and punctuality of disadvantaged pupils is significantly lower than non-disadvantaged. Assessment information shows that absenteeism is a negative contributing factor impacting upon the consistent progress and SEMH of these pupils. This is obviously cohort specific and dependent on the number of pupils classed as disadvantaged.</p> <p>Data over the last 3 years indicates that attendance of disadvantaged pupils has been considerably lower than non-disadvantaged pupils.</p> <p>2022-2023 - DA 89.09%, non DA 94.77% (5.68% lower) – 5 pupils</p> <p>2023-2024 – DA 64.83%, non DA 95.84% (31.01% lower) – 3 pupils</p>

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Pupils demonstrate an increased readiness to learn and improved wellbeing which enables them to achieve their potential, both academically and personally.</b></p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils show high levels of wellbeing, emotional resilience, engagement and problem solving skills through:               <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice</li> <li>• Pupil wellbeing surveys</li> <li>• Impact data from interventions, including ELSA</li> <li>• Parental surveys</li> <li>• Attainment data</li> <li>• Reduction in records of inappropriate behaviour</li> <li>• Pre and post assessments in Motional screening</li> </ul> </li> </ul>
<p><b>All pupils, including disadvantaged pupils, will make accelerated progress from their starting points as a result of improved oral language and processing skills, enabling them to access the full curriculum.</b></p>	<ul style="list-style-type: none"> <li>- Assessments, classroom observations, feedback from interventions and speech and language therapist reports will demonstrate a significant improvement in speech and language skills for target pupils, including disadvantaged pupils.</li> <li>- By 2027, the number of pupils assessed as needing external support as part of SALT caseload will reduce through meeting specific targets.</li> <li>- Engagement in lessons and wider school life will demonstrate that pupils are accessing the curriculum.</li> <li>- Academic outcomes for all pupils, including those classed as disadvantaged, will improve towards at least 80% of pupils achieving ARE/+ in Reading, Writing and Maths.</li> </ul>
<p><b>Pupils will demonstrate improved writing attainment and progress in order to be able to access the curriculum and to achieve greater outcomes.</b></p>	<ul style="list-style-type: none"> <li>- Internal and external writing assessments and data will show progress has been accelerated for target pupils.</li> <li>- By 2027, the attainment and progress gap between disadvantaged and non-disadvantaged pupils will not be significant.</li> </ul>
<p><b>Pupils, including those who are disadvantaged, will have access to a wide range of experiences that promote development of cultural capital.</b></p>	<ul style="list-style-type: none"> <li>- There will be a wide range of extra-curricular opportunities available for children to access, with disadvantaged children prioritised and supported to attend after school provision.</li> <li>- 100% of disadvantaged pupils will take up opportunities to attend enrichment activities, with any barriers to attending removed.</li> </ul>
<p><b>Punctuality and attendance will improve for all pupils, particularly our disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>- Sustained high attendance from 2023/2024 demonstrated by: (need figures from above)               <ul style="list-style-type: none"> <li>• Overall attendance figures in line with or above, national expectations (94.87% 2023-2024)</li> <li>• Increased attendance for disadvantaged pupils from 64.83% in 2023-2024 to at least 95% in 2026/2027</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils is no more than 1%</li> </ul> </li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Ongoing training and deployment of in-house communication TA to support targeted children, ensuring strategies and practice is disseminated to staff across the school.</b>	<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 impact on reading and writing:</p> <p><a href="#">EEF - Oral language interventions</a>  <a href="#">EEF – Preparing for Literacy (3-5 year olds)</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	2, 3
<b>Review the school’s Phonics programme, to secure stronger phonics teaching for all pupils.</b>	<p>Extensive evidence suggests that an effective, explicit and systematic Phonics scheme, combined with application in the classroom, is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The school is aware that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   EEF</a>  <a href="#">EEF blog: Phonics - mastering the basics of reading   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	2, 3
<b>CPD for teachers and support staff to plan effective sequences of learning through a short-term planning format, with a focus on meeting the needs of all groups of learners (challenge and support)</b>	<p>Adaptive teaching strategies, in addition to carefully planned and scaffolded lessons, allow all pupils to access learning and to achieve high outcomes due to the right level of planned support and challenge.</p> <p>Effective deployment by class teachers of support staff within the classroom and to deliver high quality interventions, particularly following effective CPD for support staff, have been proven through in-school data and the EEF to have high impact.</p> <p><a href="#">EEF Teaching Assistant Interventions</a>  <a href="#">Maximising the impact of teaching assistants</a></p>	2, 3
<b>Focused and planned CPD for staff to support evidence based teaching strategies.</b>	<p>The EEF suggests that high quality teaching is pivotal in improving children’s outcomes and that it can narrow the disadvantage gap. Impactful CPD helps staff build knowledge, motivate staff, develop teaching techniques and embed practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p>	3

<p><b>School-to-school peer collaboration and sharing of knowledge through release of teachers to visit other settings.</b></p>	<p>Working with other schools enables opportunities to collaborate, challenge and for CPD, with knowledge exchange enabling staff to share best practice in order to maximise the life chances of all pupils and accelerate the progress of the disadvantaged.</p> <p><a href="#">Exploring school collaboration and workload reduction</a></p> <p><a href="#">Effective school partnerships and collaboration for school improvement: a review of the evidence</a></p>	<p>2, 3</p>
---------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------



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

Budgeted cost: £2,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ongoing purchase and resourcing of Motional programme to support pupils with social, emotional and mental health needs.</b></p> <p><b>Deployment of highly skilled Teaching Assistant to deliver Motional screening and support, as well as ELSA interventions 2x afternoons weekly.</b></p>	<p>Evidence shows that behaviour approaches can have a positive impact on behaviour. Evidence and research as part of our trauma informed school training shows the importance of supporting pupils who may have attachment issues and/or experienced ACES.</p> <p>Motional is a recommended programme (Worcestershire Pupil Premium conference) and has proven to be effective in supporting vulnerable pupil and providing them with strategies to manage emotions, supported by research and evidence.</p> <p><a href="#">EEF Behaviour Interventions Findings</a></p> <p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	1, 3
<p><b>Purchase of additional speech and language therapist hours support to accelerate progress for pupils who have significantly fallen behind or who are unable to access the curriculum as a result of these barriers. In addition, external support to be provided to school staff to ensure they are able to be impactful in role.</b></p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1, 2, 3
<p><b>Increased focus on pupils classed as disadvantaged through assessment-led targeted 1:1 and small group learning and feedback opportunities, led by teachers and TAs, which address gaps and move learning forward.</b></p>	<p>Effective feedback supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. This, combined with high quality teaching and the use of formative assessment strategies which set effective and relevant learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address) lead to greater progress of individuals.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p><a href="#">The Power of Feedback: Which, When and How? - TeacherToolkit</a></p> <p><a href="#">The impact of feedback in education — EduBridge</a></p>	1, 2, 3, 5



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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure that there is a clear focus on improving school attendance through the work of the school's Attendance Champion, clear messaging and parental engagement.</b></p>	<p>Internal school data indicates that the attendance of pupils entitled to FSM and the PPG grant is consistently and considerably lower than that of their peers, although cohort-specific and based on a small number of pupils. Evidence from attendance data analysis and case studies within school show that strategies to improve pupils' attendance has a direct impact on pupils' achievement and progress and that pupils attending regularly ensures that there are fewer gaps in learning as a result of missed learning. Clear analysis of absence, a targeted approach on an individualised basis by the Attendance Champion and a positive approach to attendance will enable support to be put in place in order to raise attendance figures for all.</p> <p><a href="#">EEF – Supporting School Attendance</a>  <a href="#">DfE – Working Together to Improve School Attendance</a>  <a href="#">DfE – Attendance Toolkit for Schools</a></p>	<p>1, 5</p>
<p><b>Revisit and embed the behaviour policy with a focus on embedding restorative practice and teaching pupils how to self-regulate and reflect on their behaviours.</b></p>	<p>EEF evidence demonstrates that pupils need to be self-reflective of their own behaviour which will impact on learning time within the classroom. A consistently applied restorative approach will contribute to effective learning environments where pupils are able to self-regulate, in turn ensuring that learning opportunities are maximised and there are fewer incidents of unwanted behaviour which impact on this. This approach also supports the TISUK research; the headteacher holds the TISUK 11 day diploma.</p> <p><a href="#">EEF Guidance report: Improving behaviour in schools</a>  <a href="#">DfE Improving Behaviour – advice for headteachers and school staff</a>  <a href="#">Trauma Informed Schools UK</a></p>	<p>1, 3, 5</p>
<p><b>Ensure the school has a fully qualified senior mental health lead (DfE accredited) to lead the pupil and staff wellbeing strategy.</b></p>	<p>Having a fully qualified senior mental health lead ensure that the whole school community is equipped with a strategic action plan, an open and positive culture around mental health is embedded and that processes, policy, and training are in place that help classroom-based staff to act with greater confidence.</p> <p><a href="#">DfE Learning outcomes for senior mental health leads in school</a></p>	<p>1, 3, 5</p>
<p><b>Provision of funding to enable DA pupils to attend extra-curricular clubs and residential visits, e.g.:</b></p>	<p>Previous data in school indicates that attendance of DA pupils at extra-curricular clubs and enrichment opportunities is impacted by the barrier of cost, particularly as a result of the increased cost of living. Supporting pupils financially to attend extra-curricular</p>	<p>1, 4</p>

<ul style="list-style-type: none"> <li>• <b>Art clubs</b></li> <li>• <b>School trip subsidy</b></li> <li>• <b>Music tuition</b></li> <li>• <b>Sports clubs</b></li> </ul>	<p>clubs and educational visits will enable them to access opportunities that would otherwise have been unavailable and inaccessible. This is supported by research from the University of Bath and the Social Mobility Commission and the EEF.</p> <p><a href="#">Extra-curricular activities, soft skills and social mobility report</a></p> <p><a href="#">Arts participation   EEF</a></p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Total budgeted cost: £5,870**

## Part B: Review of the Previous Academic Year

### Outcomes for disadvantaged pupils

At the end of 2023-24, outcomes were continuing to improve for our disadvantaged pupils. 100% of these pupils made at least expected progress in the core areas of Reading, Writing and Maths. This is compared to 84% of all pupils. 67% of these pupils had attainment in the core areas of Reading, Writing and Maths above the expected standard. Attendance for all disadvantaged pupils improved across the academic year 2022-23. As a result of early intervention and effective support through ELSA and Motional, MHWB concerns continued to decrease.

Attendance of DA pupils in 2023-2024 was considerably below that of their non-DA peers, although analysis indicates that this was significantly impacted by a pupil who was persistently absent from school. The small numbers of pupils in this group (3) mean that data sets can be misleading and one pupil will have a significant impact on percentages. These are also obviously cohort specific.

Therefore, a number of key actions from 2023-24 have continued into the 2024-25 strategy.

### Service Pupil Premium Funding

#### How our service pupil premium allocation was spent last academic year

Service children are closely monitored as a group of children, both academically and socially/emotionally by class teachers. This identified group consisted of 1 pupil. As a school, we ensured that we liaised closely with parents to ensure that there was an understanding of the more challenging periods for the children when parents were absent from the family home, identifying any SEMH support needed and ensuring that there was an emotionally available adult to support identified needs.

#### The impact of that spending on service pupil premium eligible pupils

Assessment at the end of the 2023/24 academic year demonstrated that the pupil eligible for the service pupil premium funding achieved ARE in Writing and Maths and achieved ARE+ (GD) in Reading.