

Pupil Premium Strategy Statement – Halsford Park School

School Overview

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

Detail	Data
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	11% (43)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/2026- 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Spencer
Pupil premium lead	Julie Manville
Governor / Trustee lead	Daisy McCallum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,320
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is to place every child at the centre of what we do through providing a high-quality education and help prepare every child for opportunities and challenges in life. We aim to enable all pupils to celebrate their talents and uniqueness whilst engaging in an irresistible curriculum, independently and successfully. We want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas.

Our school motto is 'Soaring to Success' because this is what we want our pupils to feel each and every day, in every aspect of their life. Our school values of "Compassion, Courage, Responsibility and Respect" underpin our work because we know these four values contribute strongly to positive attitudes to learning both in school and the world outside. We aim to provide nurturing environment which prepares our pupils as confident, happy citizens and provides the children to feel a sense of 'belonging'.

Research shows that Quality First teaching, supported by strong leadership and positive relationships, are key to having the greatest impact on diminishing the difference in attainment gaps and this is the approach we take in delivering the curriculum, focusing on areas in which disadvantaged pupils require the most support.

Through targeted quality first teaching and engagement in a range of enrichment opportunities, we aim to provide equality of opportunity and accessibility within the curriculum for all groups of learners to achieve success; evidenced by data analysis of gender trends and vulnerable groups.

Robust conversations take place in pupil progress/achievement team meetings each half term to ensure that disadvantaged children are monitored and receive bespoke support from their class teacher and other staff members in order to succeed. This approach also benefits the non-disadvantaged pupils in our school so that attainment is sustained and improved.

Our approach is responsive to common challenges and individual needs, rooted in knowing our children and families well and building trusted, honest relationships. We do not make assumptions about the impact of disadvantage and implement strategy and support based on research and knowledge.

For our strategy to succeed, we will:

- Ensure that high expectations are held for all disadvantaged and non-disadvantaged pupils, challenging and moving forward with learning at every opportunity
 - Ensure that all our children feel valued and safe in order to develop excellent learning behaviours and attend school regularly.
 - Ensure that all staff take responsibility for disadvantaged pupils' outcomes and keep high expectations about what they can achieve
 - Ensure that speech and language is a priority and deliver vocabulary-rich, high quality teaching and learning
 - To access the curriculum and extra-curricular opportunities equally to non-disadvantaged pupils.
 - Ensure that our families feel part of a school community which is supportive, enabling them to support their children
 - To ensure the emotional and physical well-being of disadvantaged learners is a focus.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gap – see below 2024/2025 data outcomes In particular in maths, disadvantaged children perform less well than non-disadvantaged.
2	Attendance – see below 2024/2025 data Gap between attendance of disadvantaged children compared to whole school by 2.1%
3	Engagement in enrichment opportunities Ensuring all have an opportunity to engage in clubs and childcare (HAF programmes) during holidays
4	Emotional and physical wellbeing of individuals Many of our disadvantaged children are in need of bespoke support from staff, Learning mentor/ELSA therapists.

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
The number of disadvantaged learners reaching ARE will increase, as indicated at key milestones throughout the year.	Within the 1:1 session the teacher will set a SMART targets for that pupil for the half term. These targets are tailored to each child after having scrutinised gaps in the achievement statements from the previous school yr. The target is the focus for each session and shared with the parent and child. Then home learning follows up each session (that supports the SMART target). The emphasis on the homework is on an achievable task that can be done at home and reinforces what the child has learned in the 1 :1 session. A homework pack with manipulatives/ phonic cards/ stationery etc is provided. The teacher then follows up on this the following week in the 1 :1 session and in class. Focus on maths fluency and foundational skills: Teachers to have smart targets focused on maths skills for ks2 KS1 children focus on phonics/reading/writing skills. The above is monitored by the disadvantaged champion and teachers are held accountable. Target: 67% to reach ARE in their Year groups
Disadvantaged learners will have had a breakfast and be ready to learn with increased self-	Staff ensure pupils have had breakfast and provide if not so that they are ready to learn.

<p>confidence and motivation and be able to regulate their emotions.</p>	<p>Pupil voice of disadvantaged learners demonstrates an increase in positive attitudes to school.</p> <p>Behaviour incidents to decrease.</p> <p>An increase in the percentage of disadvantaged learners using Zones of Regulation.</p> <p>An increase in the levels of engagement with school with carefully planned support for parents.</p>
<p>The attendance of disadvantaged learners will continue to improve.</p>	<p>Attendance of disadvantaged learners continues to be closely monitored and the analysis of patterns and trends is used to inform decision making and actions to further improve attendance.</p> <p>The attendance of disadvantaged learners continues to improve and is at least in-line with national expectations – 95%</p> <p>Educational Welfare Officer target and work with disadvantaged families to provide support which results in increased attendance/punctuality.</p>
<p>The attendance of disadvantaged learners attending extra curricula activities will increase.</p>	<p>100% Disadvantaged learners have the opportunity to attend free extra-curricular clubs.</p> <p>Disadvantaged learners enjoy frequent opportunities to succeed and their efforts celebrated.</p> <p>Disadvantaged learners know their barriers and become more resilient and independent.</p> <p>Disadvantaged learners are intentionally taught learning skills, teamwork, and collaboration to facilitate their progress.</p>

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: £300 per half term – a day of release from class (supply) = £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Disadvantaged Champions- CPD, research, disseminating to staff.</i></p>	<p>Sir John Dunford, Government Pupil Premium Champion, describes how it is crucial to target to individual needs based on local research. The importance of disseminating good practice and help unlock potential and improve life chances of Disadvantaged Learners.</p> <p>As a school we believe that raising the profile of Disadvantaged learners will have a positive impact and allow individual needs to be targeted.</p>	1

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

Budgeted cost: £44,555

£22311 HLTA's salary, Learning Mentor £9845, Nessy £756, Small Intervention groups £11,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Higher Level Teacher Assistant timetabled cover to allow Class Teachers to work with individuals and small groups of disadvantaged on core area of learning, offering 1:1 feedback to ensure rapid progress is made.</i></p>	<p>The Education Endowment Foundation's research shows high impact low cost for the following:</p> <ul style="list-style-type: none"> - Feedback - Mentoring - Metacognition - Maths foundational skills - Phonics interventions - Reading comprehension interventions - Oral language interventions - Small group interventions <p>This is why we have chosen this approach.</p> <p>Some learners need pre teaching as well as additional time to practice taught skills and consolidate learning.</p>	1 and 4

	Relationships and attachments with trusted adults in school is key to regulating emotion and so has a direct effect on behaviour for learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>WPA – provide an Educational Welfare Officer £3125</i>	<p>School attendance figures for disadvantaged learners show that they are lower than those of non-disadvantaged learners.</p> <p>As at 5th November 2025 – 95.6% for Disadvantaged learners compared to 97.2% for non-Disadvantaged learners.</p> <p>DFE research indicates that there is a clear link between poor attendance and low academic achievement.</p>	2
<i>Your Space play therapy (£)2740</i>	Staff training undertaken at Beacon House shows that emotional wellbeing helps learners to be ready to learn and remain within their window of tolerance. Some of our disadvantaged learners need this emotional support before they are ready to learn.	4
<i>Enrichment (Residential plus trips and clubs) (£)2000</i>	Gary Wilson/ Steve Biddulph research shows that where learners have been engaged by a relevant cross curricula curriculum, engagement and motivation increase to drive progress and standards.	3
<i>Breakfast supplies (£)100</i>	Learners learn better when they are well fed.	4

Total budgeted cost: £ 54,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our intended outcomes were as follows:

Pupils eligible for PP identified

Pupils were identified as disadvantaged pupils. Trust wide INSET focussed on PP and continued CPD for staff focused on adaptive practices and focus on vocabulary. Teachers know their children and set targets for each half term. Our school Disadvantaged Champion holds regular meetings with staff to review these targets and discuss actions and ways forward to ensure progress. Pupils eligible to Pupil Premium to make as much progress/diminish the difference compared to 'other' pupils, across Key Stage 1 and 2 in reading, writing and maths. Measured by teacher assessments and successful moderation practices established across the Trust. Progress of children eligible for PP is not in line with their peers. Our school prioritising these group of children through continued focus on our School Improvement Plan and Governance focus. There are regular meetings across the Trust to share good practice and drive improvement.

Percentage of children reaching ARE+

	2022-2023	2023-24	2024-25
Reading	28%	40%	37%
Writing	28%	32%	36%
Maths	31%	28%	34%

This data shows that more children achieved ARE+ in 2023-24 in Writing and Maths than in the two previous years. However, our Reading attainment level has dropped slightly.

Phonics – 62.5% achieved phonics screen (year group 78%)

Multiplication Check - 16.7% passed (yr group 79%)

GLD 50% achieved (1/2 children)

Attendance

Whole school attendance for pupils deemed disadvantaged was 94.9% compared to the whole school attendance of 96.7%. This has lessened since the previous year (gap of 3%) which show the impact of the EWO and Your Space/Learning Mentor support. A number of children are displaying Emotion Based School Avoidance so 'soft starts' are in place. A pupil who was being met by the Learning Mentor every morning is now able to enter school independently and successfully and has been a role model of support to the younger children since joining Nurture club.

95% or above attendance	78% 31/40 pupils
90% -94.9% attendance	12.5% 5/40 pupils
Under 90% attendance	10% 4/40 pupils

Enrichment

Percentage of children of those in receipt of FSM/PP closely tracked by Disadvantaged champion: 73.3% (33/45) attend teacher led or paid clubs which is an increase from Spring term which was 60%. All disadvantaged pupils were offered a free club or to have a club paid for them with repeated active encouragement (through use of pupil premium). Underserved champion and class teachers speak with children and parents to encourage higher attendance at clubs. See also our Halsford 100 - 100 things our children get to experience over their 7 years at Halsford Park - from planting a plant and watching it grow in Early Years to lighting a fire and toasting marshmallows in yr 6.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
First Class at Number	Every Child Counts
Project x Code	Oxford Owl
Nessy	Nessy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

1:1 or small group work with class teacher.

The impact of that spending on service pupil premium eligible pupils

Confidence building and emotional support – time to talk with teacher/play games

Further information (optional)