

# 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	97 (88 pupils from Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	3.4% (FSM) 2.27% (LAC) 1.13% (PLAC) 2.27% (Service pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Mrs Kirsty Shaw
Pupil premium lead	Mrs Kirsty Shaw
Governor / Trustee lead	Mr Mark Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,360
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£6,360</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 and sense of belonging 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 challenges they face 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 and carers to find ways in which to reduce or remove challenges 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	A significant number of pupils eligible for Pupil Premium funding continue to experience social, emotional and mental health (SEMH) needs that act as a barrier to learning, with assessments indicating that 75% of disadvantaged pupils fall within this category. These needs can impact pupils' ability to engage with learning, regulate their emotions and build positive relationships in school. By prioritising targeted support for SEMH, the school aims to remove these barriers, enabling pupils to access learning more effectively and make stronger, sustained progress in core academic areas.
2	Internal assessments indicate that, across all year groups, attainment and progress in writing remain consistently lower than in reading. This gap is closely linked to weaknesses in fundamental writing skills, including secure phonics knowledge, sentence structure and pupils' stamina when writing at length. These challenges limit pupils' ability to apply their reading skills effectively in written work and can hinder overall academic progress. Strengthening these core components of writing is therefore essential to improving outcomes and ensuring pupils can communicate their ideas confidently and accurately.
3	As a result of periods of school closure and ongoing cost-of-living pressures, many pupils, particularly those who are disadvantaged, have experienced reduced access to enrichment opportunities beyond the classroom. These constraints limit pupils' exposure to wider learning experiences that support personal development, cultural capital and the skills needed to thrive both academically and socially. Without access to such opportunities, pupils may be less able to develop the confidence, aspirations and transferable skills that contribute to positive long-term life chances.
4	A number of pupils eligible for the Pupil Premium funding face barriers to learning linked to underdeveloped self-regulation strategies, low resilience and inconsistent learning behaviours in lessons. These pupils sometimes struggle to manage their emotions, sustain focus, respond positively to challenge or recover from setbacks which can lead to disengagement and reduced academic progress over time. Difficulties with organisation, motivation and independence can further limit their ability to access learning effectively, particularly when tasks require perseverance or higher levels of cognitive demand. Addressing these needs will enable pupils to engage, develop confidence and improve long-term outcomes.

## 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
<b>Pupils demonstrate an increased readiness to learn and improved wellbeing which enables them to achieve their potential, both academically and personally.</b>	<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 wellbeing assessments</li> </ul> </li> </ul>
<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>	<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 S&amp;L 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>
<b>Pupils will demonstrate improved phonological knowledge, writing attainment and progress in order to be able to access the curriculum and to achieve greater outcomes.</b>	<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> <li>- By 2027, there will be no gap in PSC outcomes between pupils who are eligible for Pupil Premium funding and those who are not.</li> </ul>
<b>Pupils, including those who are disadvantaged, will have access to a wide range of experiences that promote development of cultural capital.</b>	<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>
<b>Punctuality and attendance will improve for all pupils, particularly our disadvantaged pupils.</b>	<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: £3,000

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>	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: <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>	1, 2, 3
<b>Introduce and embed a new Phonics programme to secure stronger phonics teaching for all pupils.</b>	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. Through the use of an accredited, engaging and well-resourced phonics' scheme supported by high quality and correctly matched reading books, pupils will develop the skills they need to be more confident and proficient readers and writers. <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>	1, 2
<b>CPD for teachers and support staff to plan effective sequences of writing teaching with a focus on meeting the needs of all groups of learners (challenge and support) and securing the basic fundamentals of writing.</b>	Research shows that structured, multi-component writing instruction significantly improves primary pupils' writing outcomes, with particularly strong effects for those with lower prior attainment." Studies indicate that professional development in writing pedagogy increases teachers' knowledge, confidence and implementation of effective teaching practices, which in turn supports improved pupil progress. National guidance from the Department for Education – The Writing Framework - emphasises the value of evidence-informed sequences and differentiated	1, 2

	<p>strategies to meet the needs of all learners, including disadvantaged pupils.</p> <p>Current evidence suggests that many teachers lack sufficient training in writing pedagogy, reinforcing the need for planned and sustained CPD as part of a pupil premium strategy to raise attainment.</p> <p><a href="#">DFE - The writing framework</a></p> <p><a href="#">Centre for Literacy in Primary Education (CLPE)</a></p>	
<p><b>Focussed and planned CPD for staff to support evidence based teaching strategies to improve quality-first teaching.</b></p>	<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> <p><a href="#">EEF Teaching Assistant Interventions</a></p> <p><a href="#">Maximising the impact of teaching assistants</a></p>	1, 2, 4
<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>	1, 2, 4

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

Budgeted cost: £2,500

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, 4
<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.</p> <p>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, 4
<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, 4

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

Budgeted cost: £860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there is a clear focus on improving whole school attendance through the work of the school's Attendance Champion, clear messaging and parental engagement.	<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>	1, 2, 3, 4
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.	<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>	1, 4
Strengthen the school's pupil and staff mental health and wellbeing strategy.	<p>EEF analysis of pupil premium statements found that social, emotional and mental health (SEMH) and wellbeing are among the most frequently cited barriers to learning for disadvantaged pupils in England — alongside literacy attainment and attendance. This underscores that wellbeing is not separate from attainment. This is reflected in the SEMH of pupils entitled to the Pupil Premium funding in our school.</p> <p>EEF Research on self-regulation interventions in schools shows that enhancing self-regulation skills (the ability to manage behaviour, focus attention, and regulate emotions) produces measurable improvements in academic, health and behavioural outcomes for children,</p>	1, 3, 4



	<p>with some studies reporting improved achievement alongside better self-control.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">DfE Learning outcomes for senior mental health leads in school</a></p>	
<p><b>Provision of funding to enable DA pupils to attend extra-curricular clubs and residential visits, e.g.:</b></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>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 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>	1, 3, 4

**Total budgeted cost: £6, 360**

## Part B: Review of the Previous Academic Year

### Outcomes for disadvantaged pupils

At the end of 2024-2025, outcomes were continuing to improve for our disadvantaged pupils.

End of Year data for DA pupils – 2024-2025			
	Reading	Writing	Maths
<b>ARE/+</b>	71%	57%	86%
<b>GDS</b>	29%	14%	14%

Outcomes in Reading and Maths were stronger than in Writing. In the 2025-2026 year, the school will be focusing on ensuring that all children have access to a well-planned and resourced writing curriculum, supported by high quality texts.

Attendance of DA pupils in 2024-2025 had improved from 64.83% to 95.6% which was broadly in line with their non-DA peers.

Pupils continued to received support from the school's ELSA trained Teaching Assistant on a 1:1 basis assessed on need.

### 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 2 pupils. 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. 1:1 intervention and nurture sessions were available to support emotional needs and strategies focused on supporting attachment needs, particularly at the start of the school day, were implemented.

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

Assessment at the end of the 2024/2025 academic year demonstrated that 50% of the pupils eligible for the service pupil premium funding achieved age related expectations or above.