

Pupil premium strategy statement

High Ham C of E Primary School

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	164
Proportion (%) of pupil premium eligible pupils	16.5%
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)	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Ann Edwards
Pupil premium lead	Ann Edwards
Governor lead	Sally Roy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23, 560
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£23, 560

Part A: Pupil premium strategy plan

Statement of intent

The intent of our Pupil Premium strategy is to ensure that all pupils, particularly those from disadvantaged backgrounds, make good progress academically and personally. We recognise that vulnerable pupils face distinct challenges, including socio-economic barriers and limited access to resources, which can hinder their educational experience. High-quality teaching remains at the heart of our approach, as it is vital in addressing the diverse needs of all learners.

In light of the ongoing impacts of COVID-19, our strategy will continue to monitor the academic and wellbeing needs of pupils whose education was disrupted. Our approach is designed to be responsive to both common challenges and individual needs, grounded in robust diagnostic assessment rather than assumptions regarding the impact of disadvantage.

To facilitate excellence among disadvantaged pupils, we have adopted a cohesive set of strategies that complement one another. To ensure the effectiveness of these measures, we will take the following steps:

- We will ensure that disadvantaged pupils are consistently challenged in the work set for them;
- We will act promptly to intervene as soon as a need is identified; and we will implement a whole-school approach where all staff assume collective responsibility for the outcomes of disadvantaged pupils, fostering an ethos that raises expectations of what they can achieve.

In doing so, we aim not only to bridge the achievement gap but also to cultivate a supportive environment that empowers all pupils to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. These gaps are evident from Reception through to Key Stage 2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	Analysis of assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Teacher assessments show that 37% of pupil premium eligible pupils are working at age related expectations in writing compared to 64.4% of other pupils.
3	Analysis of assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Assessment data shows that 48% of pupil premium eligible pupils are working at or above age-related expectations in reading compared to 70.4% of their peers.
4	Our wellbeing surveys, observations and discussions with pupils show that although the most disadvantaged pupils report that they are happy in their school environment 35% of them do not feel they have someone to talk to when they feel worried or anxious and 25% of them do not feel they have a positive outlook on their future.
5	Our surveys and analysis of our wider provision of clubs and activities show that 55% of pupil premium pupils do not participate in any school run after-school activities and 40% of them do not engage in physical activity regularly outside of their school day.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved writing attainment among disadvantaged pupils.	Key Stage 2 writing outcomes in 2026/2027 show that more than 50% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	Key Stage 2 reading outcomes in 2026/2027 more that 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/2027 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • Access to ELSA support prioritising our most disadvantaged pupils
To achieve and sustain improved attendance at enrichment opportunities for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2026/2027 demonstrated by: <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £10,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for all staff on strategies such as explicit vocabulary instruction and effective questioning techniques that promote language comprehension and expression. We will fund ongoing teacher and HLTA training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement and have positive impacts on attainment – most notably on reading outcomes. Oral Language Interventions Teaching and Learning Toolkit EEF	1, 2, 3
Provide ongoing training and release time for monitoring of the implementation of our	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	3

DfE validated Systematic Synthetic Phonics programme (Unlocking Letters and Sounds) to ensure teaching and interventions are delivered well securing stronger phonics teaching for all pupils.	word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Monitor the impact of the quality of social and emotional learning (SEL). Zones of regulation embedded into routine classroom practices and support this with regular professional development and training for all staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	4
To regularly review and monitor the impact of teaching assistants through meeting with the implementation team (set up following training on Making Best Use of Teaching Assistants). Ensuring that the implementation plan is monitored and time is given for the SENCO and senior leaders to analyse the effectiveness of the plan and assess impact.	Evidence suggests that teaching assistants can help all pupils develop essential skills underpinning learning, such as self-scaffolding: encouraging pupils to ask themselves questions that help them get better at managing their learning. Recent research shows that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, ²⁰ which are associated with improved learning outcomes. By following the recommendations of the Making Best Use of Teaching Assistants guidance report it is more likely that there will be a positive impact on pupil outcomes. Making Best Use of Teaching Assistants EEF	1, 2, 3, 4

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions for	Targeted deployment of support staff who are trained to deliver interventions	1, 2, 3

pupils in need of additional support, delivered in addition to, and linked with, inclusive quality first teaching.	has a higher impact on outcomes compared to support staff being generally deployed in everyday classroom environments. Through ensuring that the interventions supplement teaching and do not replace it ensures that there is a balance between high-quality interactions both in and out-of-class. Teaching Assistant Interventions EEF	
Priority places at homework club staffed by trained teacher/HLTA to support completion of homework tasks.	Homework has a positive impact on outcomes for pupils. Some pupils may not have a quiet space for home learning or the technology to be able to access online platforms used. Homework that is related to the learning taking place in normal school time is most effective. Homework EEF	

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

Budgeted cost: £6,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive relationship behaviour approach with the aim of strengthening relationships across the school, providing pupils with a relentlessly consistent approach to expectations of behaviour.	Building positive relationships will nurture aspirations, develop deep trust and support the highest standards of behaviour. Evidence suggests that consistency and coherence at a whole-school level is paramount. Positive behaviour is more likely to have an impact on attainment outcomes when it is implemented at a whole-school level. EEF Improving Behaviour in Schools	1, 2, 3
Allocate resources to provide regular, one-on-one sessions between a trained ELSA and disadvantaged pupils. These sessions can focus on developing personal emotional skills and coping mechanisms, which has shown to improve both social interactions and academic outcomes.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Social and Emotional Learning	4

<p>Priority places given to after-school activities. Pastoral lead to monitor representation of our most disadvantaged pupils on our pupil voice groups.</p>	<p>Through surveys we have ascertained that our most disadvantaged pupils do not access after-school provision as much as other pupils.</p>	<p>5</p>
<p>One new sweatshirt provided at the start of the academic year.</p>	<p>Through conversations with parents and carers, the cost of uniform can be an added burden. They welcome the new sweatshirt at the beginning of the academic year. Parents and carers feel that this contributes to pupils feeling happy in their school environment.</p>	<p>4</p>

Total budgeted cost: £23,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that at the end of Key Stage 2 our most disadvantaged pupils did not perform as well as all other pupils. Our most disadvantaged pupils were all on the SEN register. 1 pupil achieved the expected standard in writing. The Key Stage 2 multiplication data shows that Pupil Premium Eligible children on average scored 1 point less than other children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that 2 out of the 3 pupils were new to the school (joining in Year 5).

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations. We have reviewed the strategy and feel that we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategies were not always effective due to a number of factors including difficulties with staffing and attendance.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding

<i>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</i>
Our service pupil premium children are offered a place at our after-school wrap-around care (1 free space per week) to support with child care arrangements. They are also offered a space at homework club to support them with the completion of these tasks. Emotional counselling is available when required especially when parents are deployed.
The impact of that spending on service pupil premium eligible pupils
Teachers identify that our service children are thriving and focussed on their learning. They value the ability to access ELSA support when it is required.

Further information

Additional Activity:

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

- Embedding the work we have begun on developing meta-cognitive and self-regulation strategies. There is evidence that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without them being explicitly taught. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. [EEF Metacognition and Self-Regulation](#)
- Developing the role of the senior mental health lead and funding the continual professional development of our mental health first aiders.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Encouraging our most disadvantaged pupils to participate in active after-school clubs.
- Developing our Start Small; Dream Big programme of careers related learning. The programme comes as [studies show](#) children start to form ideas about their future as they start primary school. However, as early as the age of six, children can adopt limiting stereotypes based on gender, ethnicity and social background. By age nine, children can start to abandon their biggest ambitions. Our careers related programme is designed to increase the awareness primary-aged children have of the world of work, raising aspirations and reducing stereotypes.

Planning, implementation and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We gathered evidence from multiple sources of data including assessments, engagement in lessons, class book scrutiny, conversations with pupils and teachers, in order to identify the current challenges faced by 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 will continue to use it through the implementation of activities.

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