

Pupil Premium Strategy Statement 2024-2027
Great Horwood Church of England 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	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	1 st November 2024
Date on which it will be reviewed	December 2025 October 2026
Statement authorised by	Paula Shaw
Pupil premium lead	Paula Shaw
Governor / Trustee lead	Danielle Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Year 1 of strategy 2024-2025 Year 2 of strategy 2025-2026	£33,112.87 £31,815
Pupil premium funding carried forward from 2023-2024 Pupil Premium funding carried forward from 2024-2025	£0.00 £0.00
Total budget for this academic year (2025-2026)	£31,815

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that every pupil, regardless of background or any challenges they may face, makes strong progress and achieves well across all areas of the curriculum. Through our pupil premium strategy, we are committed to ensuring disadvantaged pupils thrive academically and personally, including those who are already high attainers.

We recognise that some pupils face additional vulnerabilities, such as having a social worker, being a young carer or part of our traveller community. The actions outlined in this plan are designed to support these pupils too, whether or not they are eligible for pupil premium funding.

High-quality teaching remains central to our approach. By focusing on areas where disadvantaged pupils need the most support, we aim to close attainment gaps while raising standards for all pupils. Our strategy ensures that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

We will continue to address the impact of disrupted learning caused by the COVID-19 pandemic, particularly through targeted tutoring for pupils most affected.

Our approach is responsive and evidence-based, rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we adopt work together to help pupils excel. To ensure effectiveness, we will:

- Challenge disadvantaged pupils through ambitious and engaging learning.
- Act early with timely interventions when needs are identified.
- Embed a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations.
- Improve attendance, ensuring disadvantaged pupils benefit fully from high-quality teaching and enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics and reading</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers.

	End of Key stage assessments indicate that disadvantaged pupils achieve 50% lower than non-disadvantaged pupils
2	<p><u>Writing</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. End of Key stage assessments indicate that disadvantaged pupils achieve 25% lower than non-disadvantaged pupils</p>
3	<p><u>Maths</u></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. End of Key stage assessments indicate that disadvantaged pupils achieve 20% lower than non-disadvantaged pupils</p>
4	<p><u>Social and emotional</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, a lack of resilience, and high living costs. These challenges particularly affect disadvantaged pupils, including their mental health and wellbeing and opportunities to take part in enrichment activities. The number of pupils with emotional-based school avoidance (EBSA) has increased in recent years.</p> <p>Teacher referrals for pastoral support remain relatively high. 15% pupils (8% of whom are disadvantaged) currently require additional support with wellbeing and social and emotional needs, small group interventions such as Lego therapy and calming cat.</p>
5	<p><u>Attendance</u></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10%-12% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over the last 3 years indicates that persistent attendance among disadvantaged pupils has been between 45%-50% lower than for non-disadvantaged 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
Improve phonics skills and access to relevant phonics reading books for disadvantaged pupils. Leading to an improvement in reading attainment.	<p>Phonics assessments show improved phonics results among disadvantaged pupils in year 1 and 2 with national PP figures or school targets.</p> <p>KS2 reading attainment for disadvantaged pupils has significantly improved and is in line with national PP figures or school targets.</p> <p>To narrow the gap between disadvantaged and non-disadvantaged pupils in reading by 50% from 2024 outcomes.</p>
Improved writing outcomes for disadvantaged pupils.	<p>KS2 teacher assessments in writing shows that attainment has significantly improved for disadvantaged pupils.</p> <p>In 2026-2027 at least more than 60% of disadvantaged pupils meet the expected standard in KS2.</p> <p>To narrow the gap between disadvantaged and non-disadvantaged pupils in writing by 50% from 2024 outcomes.</p>
<p>Improved maths outcomes for disadvantaged pupils.</p> <p>Improved times tables average scores in Year 4.</p> <p>Improved KS2 SATS scores in maths</p>	<p>By 2026-2027 Year 4 times tables average score outcomes for disadvantaged pupils are in line with the national average score.</p> <p>By 2026-2027 outcomes for disadvantaged pupils are in line with the national PP figures or school targets.</p> <p>To narrow the gap between disadvantaged and non-disadvantaged pupils in maths by 50% from 2024 outcomes.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Pastoral support reports/data <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%. • The percentage of all pupils who are persistently absent is reduced to 10% or lower from the 2024 persistent absence rate of 18% • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. (Gap at end of July 2024 being 8.8%)
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of 2 sets of Collins (Little Wandle) phonics books to secure stronger phonics teaching for all pupils. To give disadvantaged pupils access to real phonics books to support the school Phonics programme £2,200</p> <p>Actual Spend 2024-2025</p> <p>Phase 2 Big Cat Phonics: 5 sets £1230.45</p> <p>Big Cat Phase 3-5 and foundation books £3671.75</p> <p>Little Wandle Subscription £300</p> <p>Spend 2025-2206</p> <p>Little Wandle Subscription 2025-2026 £330</p>	<p>Resources to support quality teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p>

<p>Purchase of annual subscription to Timetables Rockstars to enrich our maths teaching and curriculum planning - £200</p> <p>Actual Spend 2024-2025 £182.50</p> <p>Actual Spend 2025-2026 £189.80</p>	<p>Resources to support quality teaching. In house evidence and data collects shows that our pupils are making progress on their timetables using TTRS. The average score in the test has increase from 17 to 23 for those who have taken the test. This is having a positive impact on maths outcomes for disadvantaged pupils.</p>	<p>3</p>
<p>INSET staff training Julie Sargent – writing 1:1 CPD - £600</p> <p>Actual Spend 2024-2025 £600</p> <p>No planned spend for 2025-2026</p>	<p>1:1 support with an education consultant on planning lessons around texts to develop writing.</p> <p>Supporting high quality teaching is essential in improving children’s outcomes. IEFF research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	<p>1, 2</p>
<p>LSA class support for maths - £7,500</p> <p>Actual Spend 2024-2025 £7,522.59</p> <p>Planned spend for 2025-2026 £6,247.60</p>	<p>Support staff working with small groups in the classroom. This enables in the moment feedback against the objectives and can correct any misunderstandings through live feedback at the time. EEF – states high impact for low cost.</p> <p>Small group tuition EEF Feedback EEF</p> <p>Working with identified pupils on the maths mastery approach in small group support in class. High impact for low cost.</p> <p>Mastery learning EEF</p> <p>Working with children with individual needs within the groups to support high quality teaching.</p> <p>EEF – moderate impact for low cost.</p> <p>Individualised instruction EEF</p>	<p>3, 4</p>
<p>LSA small group support in class for English - £7,500</p> <p>Actual Spend 2024-2025</p>	<p>Support staff working with small groups in the classroom. This enables in the moment feedback against the objectives and can correct any misunderstandings through live</p>	<p>1, 2, 4</p>

<p>£7,522.59</p> <p>Planned spend for 2025-2026</p> <p>£6,247.60</p>	<p>feedback at the time. EEF – states high impact for low cost.</p> <p>Small group tuition EEF</p> <p>Feedback EEF</p> <p>Working with children with individual needs within the groups to support high quality teaching.</p> <p>EEF – moderate impact for low cost.</p> <p>Individualised instruction EEF</p> <p>Teaching and modelling reading and writing strategies through modelled and supported practice. Improving Literacy in Key Stage 2 EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>(Groups of 1 to 3 pupils) 1 hour a week, 30 weeks for 3 classes.</p> <p>Pupils identified for targeted tutoring. Tutoring will be implemented with the help of DfE’s guide:</p> <p>Tutoring: guidance for education settings</p> <p>£2,800</p> <p>Actual Spend 2024-2025</p> <p>£2,100</p> <p>No planned spend 2025-2026</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>From our observations and inhouse data we recognised that external tutoring for writing and maths did not have a significant impact on pupil outcomes. Therefore, for this strategy we are using class teachers to deliver the tutoring and covering them using a HLTA.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>2,3,4</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in years R, 1, and 2 3 times a week. £3,750</p> <p>Actual Spend 2024-2025 £3780</p> <p>Planned spend 2025-2026 £4000</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 of up to a term.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support lego therapy, calming cat sessions and zones of regulation support. - £5,436</p> <p>Actual spend 2024-2025 £2,800</p> <p>Planned spend 2024-2025 £11,100</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>
<p>Attendance administrator to develop and implement new procedures and support teachers to improve attendance. - £770</p> <p>2025-2026 recruitment of FLO to support attendance and pupils with emotionally based school avoidance (EBSA)</p> <p>School leaders and teachers plan and provide a range of exciting learning experiences during the school day so that PP pupils choose to come to school.</p> <p>Actual Spend 2024-2025 £918</p> <p>Planned spend for 2025-2026 £3,700</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Supporting disadvantaged parents with communication and information so parents are clear on attendance expectations, events in school and term dates.</p>	<p>5</p>

<p>To provide EYFS and KS1 with outdoor learning and forest school activities to improve pupil engagement, physical activity and wellbeing. £3,244</p> <p>Actual Spend 2024-2025 £2485</p> <p>No planned spend for 2025-2026</p>	<p>Social and emotional learning strategies can have a positive effect on aspects of literacy and numeracy.</p> <p>Social and emotional learning strategies EEF</p>	<p>4, 5</p>
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Total budgeted cost 2024-2025: £34,000

Actual Spend 2024-2025: £33,112.87

Total budgeted cost:2025-2026: £31,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Review Report 2024–2025

Overview

We have undertaken a detailed analysis of the performance of our disadvantaged pupils during the academic year 2024–2025, drawing on national assessment data alongside our own internal summative and formative assessments. This review compares outcomes for our disadvantaged pupils against national and local benchmarks for both disadvantaged and non-disadvantaged pupils, as well as against our own non-disadvantaged cohort.

It is important to note that pupils included in this data set have experienced some disruption earlier in their schooling due to Covid-19, which may have affected progress differently across individuals and schools.

In addition to attainment data, we have considered wider factors influencing performance, including attendance, pupil mobility, behaviour, and emotional wellbeing.

Key Strengths Identified:

- KS2 combined attainment for disadvantaged pupils significantly above national disadvantaged figures.
- Exceptional performance in Year 4 Multiplication Tables Check.
- Strong phonics outcomes in Year 1.
- High attendance for looked-after pupils.
- Zero suspensions and no exclusions for disadvantaged pupils.

Attainment 2024–2025

Key Stage 2

- 21% of Year 6 pupils were pupil premium.
- 66% of pupil premium pupils attained the expected standard in reading, writing and maths combined.
- This is broadly in line with the national figure for all pupils (69%) and significantly above the national figure for disadvantaged pupils (47%).
- This demonstrates strong progress and effective support strategies for disadvantaged pupils at KS2.
- 33% attained greater depth in reading, which is in line with the national figure for all pupils (33%).
- This shows that our most able disadvantaged pupils are achieving at the same level as their peers nationally.

Multiplication Tables Check (Year 4)

- 30% of pupils in Year 4 were pupil premium.
- 66% scored full marks (25/25), which is:
- Significantly above the national pupil premium figure (27%).
- Above the national figure for all pupils (37%).
- This is an outstanding achievement and reflects the success of targeted interventions in mathematics.
- Average score for pupil premium pupils was 21.6, which is:
- Above the national pupil premium average (19.3).
- Broadly in line with the national average for all pupils (21).
- This confirms strong mathematical fluency among disadvantaged pupils.

Phonics

- Year 1:
- 23% of the cohort were pupil premium.
- 66% achieved a pass in the phonics check, which is:
- Broadly in line with the national figure (67%).
- Several pupils scored between 35–39 out of 40, indicating high levels of phonics proficiency.

(Year 2 and EYFS data not published due to very small numbers to avoid identification.)

Summary of Attainment

Overall, disadvantaged pupils performed in line with our school targets and, in several areas, significantly exceeded national outcomes for disadvantaged pupils. The strong performance in KS2 combined outcomes and the exceptional results in the Multiplication Tables Check are clear indicators of the positive impact of our strategies and interventions.

We remain on track to achieve the ambitious outcomes set for 2026–2027, as outlined in our Intended Outcomes section.

Attendance 2024–2025

- Whole School Attendance:
- 2022–2023: 91% (Disadvantaged: 82%)
- 2023–2024: 93.5% (Disadvantaged: 88%)
- 2024–2025: 92.7% (Disadvantaged: 83.2%)

While attendance for disadvantaged pupils dipped slightly this year, this was largely due to external factors beyond school control, including:

- Five pupil premium pupils relocating mid-year, with delays in securing new school places.
- High mobility within the traveller community, impacting attendance figures.

Positive highlights:

- Attendance for looked-after pupils remains exceptionally high at 98%, well above school and national averages.
- Persistent absenteeism rates have remained stable at around 18%, despite contextual challenges.
- This demonstrates resilience and the effectiveness of our ongoing attendance support strategies.

Behaviour

- No suspensions for pupil premium pupils in 2024–2025, compared to one suspension in 2023–2024.
- This reflects the success of our proactive work with disadvantaged pupils and families.
- No permanent exclusions at Great Horwood Church of England School.

Evaluation and Next Steps

Our review confirms that interventions delivered last academic year have had a positive impact, with improved outcomes compared to the previous year. While attendance remains an area for development, the context behind the figures is clear, and strategies are being adapted to address these challenges.

We have reviewed our strategy plan and will make targeted changes to how we use our pupil premium budget in 2025–2026 to ensure continued progress and success for our disadvantaged pupils.

Externally provided programmes

Programme	Provider
Timetables Rockstars	Maths Circle
Collins e-books to support phonics and early reading	Collins
Big Cat Little Wandle books purchased Big Cat Subscription	Collins Books

Further information

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a 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 wide range of high-quality enrichment clubs to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- The provision of pre-loved school branded uniform at low cost or free of charge if needed
- The use of local foodbanks and hygiene banks as and when required
- Applying for bursary to help cover some of the cost of the year 5 and 6 residential
- Applying for relevant grants to cover the cost of school trips
- Funding from the PTFA to subsidise the costs of coaches for school trips and the costs for disadvantaged pupils.