Pupil Premium Strategy Statement 2024-2027

Great Horwood Church of England School

(Review of Year 2 of 3: 2025-2026)

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	102
Proportion (%) of pupil premium eligible pupils	14%
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	1st November 2024
Date on which it will be reviewed	December 2025 October 2026
Statement authorised by	Paula Shaw/Sally Carson
Pupil premium lead	Paula Shaw/ Sally Carson
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** **Year 3 of strategy 2026-2027**	 £33,112.87 **£31,815** **£21,700**
Pupil premium funding carried forward from 2023-2024 **Pupil Premium funding carried forward from 2024-2025** **Pupil Premium funding carried forward from 2025-2026**	£0.00 **£0.00** **£0.00**
Total budget for this academic year (2026-2027)	**£21,700**

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	Phonics and reading 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	Writing 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
3	Maths 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
4	Social and emotional 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. 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.
5	Attendance 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. 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.

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.	Phonics assessments show improved phonics results among disadvantaged pupils in year 1 and 2 with national PP figures or school targets. KS2 reading attainment for disadvantaged pupils has significantly improved and is in line with national PP figures or school targets. To narrow the gap between disadvantaged and non-disadvantaged pupils in reading by 50% from 2024 outcomes.
Improved writing outcomes for disadvantaged pupils.	KS2 teacher assessments in writing shows that attainment has significantly improved for disadvantaged pupils. In 2026-2027 at least more than 60% of disadvantaged pupils meet the expected standard in KS2. To narrow the gap between disadvantaged and non-disadvantaged pupils in writing by 50% from 2024 outcomes.
Improved maths outcomes for disadvantaged pupils. Improved times tables average scores in Year 4. Improved KS2 SATS scores in maths	By 2026-2027 Year 4 times tables average score outcomes for disadvantaged pupils are in line with the national average score. By 2026-2027 outcomes for disadvantaged pupils are in line with the national PP figures or school targets. To narrow the gap between disadvantaged and non-disadvantaged pupils in maths by 50% from 2024 outcomes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Pastoral support reports/data An increase in participation in enrichment activities, particularly among disadvantaged pupils.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • 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%) .

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
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 **Actual Spend 2024-2025** **Phase 2 Big Cat Phonics: 5 sets £1230.45** **Big Cat Phase 3-5 and foundation books** **£3671.75** **Little Wandle Subscription £300** **Spend 2025-2206** **Little Wandle Subscription 2025-2026 £330** **Little Wandle subscription 2026-27: £330**	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: Phonics | Teaching and Learning Toolkit | EEF	1

Purchase of annual subscription to Timetables Rockstars to enrich our maths teaching and curriculum planning - £200 **Actual Spend 2024-2025** **£182.50** **Actual Spend 2025-2026** **£189.80** **Actual Spend 2026-2027: £200**	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.	3
INSET staff training Julie Sargent – writing 1:1 CPD - £600 **Actual Spend 2024-2025** **£600** **No planned spend for 2025-2026** **Texts for writing curriculum 2026-2027 £250**	1:1 support with an education consultant on planning lessons around texts to develop writing. Supporting high quality teaching is essential in improving children's outcomes. IEFF research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development | EEF	1, 2
LSA class support for maths - £7,500 **Actual Spend 2024-2025** **£7,522.59** **Planned spend for 2025-2026** **£6,247.60** **Planned spend 2026-2027: £6,689.50**	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. Small group tuition | EEF Feedback | EEF Working with identified pupils on the maths mastery approach in small group support in class. High impact for low cost. Mastery learning | EEF Working with children with individual needs within the groups to support high quality teaching. EEF – moderate impact for low cost. Individualised instruction | EEF	3, 4
LSA small group support in class for English - £7,500 **Actual Spend 2024-2025**	Support staff working with small groups in the classroom. This enables in the moment feedback against the objectives and can correct any misunderstandings	1, 2, 4

£7,522.59 **Planned spend for 2025-2026** **£6,247.60** **Planned spend 2026-2027:** **£6,689.50**	through live feedback at the time. EEF – states high impact for low cost. Small group tuition | EEF Feedback | EEF Working with children with individual needs within the groups to support high quality teaching. EEF – moderate impact for low cost. Individualised instruction | EEF Teaching and modelling reading and writing strategies through modelled and supported practice. Improving Literacy in Key Stage 2 | EEF	

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
Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. (Groups of 1 to 3 pupils) 1 hour a week, 30 weeks for 3 classes. Pupils identified for targeted tutoring. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings £2,800 **Actual Spend 2024-2025** **£2,100** **No planned spend 2025-2026** **Planned spend 2026-2027: (HLTA booster – 2 hour wk) £1296**	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: 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. Small group tuition | Teaching and Learning Toolkit | EEF	2,3,4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in years R, 1, and 2 3 times a week. £3,750 **Actual Spend 2024-2025** **£3780** **Planned spend 2025-2026** **£4000** **Planned spend 2026-2027: £1212.30**	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. Phonics | Teaching and Learning Toolkit | EEF	1, 4

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

Budgeted cost: £9,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support lego therapy, calming cat sessions and zones of regulation support. - £5,436 **Actual spend 2024-2025 £2,800** **Planned spend 2024-2025** **£11,100** **Planned spend 2026-2027: £1532.22**	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life Improving_Social_and_Emotional_Learning in Primary Schools | EEF	4
Attendance administrator to develop and implement new procedures and support teachers to improve attendance. - £770 **2025-2026 recruitment of FLO to support attendance and pupils with emotionally based school avoidance (EBSA)** 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. **Actual Spend 2024-2025** **£918**	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK Supporting disadvantaged parents with communication and information so parents are clear on attendance expectations, events in school and term dates.	5

Planned spend for 2025-2026 **£3,700** **Planned spend 2026-2027: £3078**		
To provide EYFS and KS1 with outdoor learning and forest school activities to improve pupil engagement, physical activity and wellbeing. £3,244 **Actual Spend 2024-2025** **£2485** **No planned spend for 2025-2026** **Planned spend 2026-2027: £400**	Social and emotional learning strategies can have a positive effect on aspects of literacy and numeracy. Social and emotional learning strategies | EEF	4, 5

Total budgeted cost 2024-2025: £34,000
Actual Spend 2024-2025: £33,112.87
Total budgeted cost:2025-2026: £31,815
Total budgeted cost 2026-2027: £21,677.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Review Report 2025–2026

Overview

We have undertaken a detailed analysis of the performance of our disadvantaged pupils during the academic year 2025–2026, 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.

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

Key Strengths Identified:

- **KS2 reading and writing data for disadvantaged pupils was above national**
- **Year 4 Multiplication Tables Check demonstrated consistently strong outcomes**
- **Phonics outcomes for both Year 1 and Year 2 disadvantaged pupils was immensely strong**

- **Suspensions and exclusions for disadvantaged pupils remained at zero**
- **Attendance for disadvantaged was 2.5% below whole school attendance**

Attainment 2025–2026

Key Stage 2

- 25% of pupils in Year 6 were pupil premium
- At the end of KS2 67% of Pupil Premium children achieved the expected standard in both reading and writing, which is marginally above national.

Multiplication Tables Check (Year 4)

- 20% pupil premium in year 4
- The average score for disadvantaged pupils in the Multiplication Tables Check was 22
- 50% of disadvantaged pupils scored 21+

Phonics

- 15% pupil premium in Year 1
- 23% pupil premium in Year 2
- Year 1: 100% of pupil premium pupils passed the phonics screening check
- Year 2: 100% of pupil premium pupils passed the phonics screening check

Summary of Attainment

Overall, the disadvantaged pupils, by the time they reach the end of KS2 achieve well. The continued support enables pupils to close the necessary gaps in order to leave primary school ready for the next chapter in their education. The attainment at key assessment markers, such as the phonics screening and the multiplication tables check, indicate that our disadvantaged pupils are matching and sometimes exceeding our targets.

Attendance 2025–2026

- Whole School Attendance:
- 2022–2023: 91% (Disadvantaged: 82%)
- 2023–2024: 93.5% (Disadvantaged: 88%)
- 2024–2025: 92.7% (Disadvantaged: 83.2%)
- 2025 – 2026: 91.8% (Disadvantaged: 89.3%)

Whilst both whole school and disadvantaged attendance was below national average, our disadvantaged attendance has improved to the highest in the last 4 years. We still face challenges with our demographic, impacted by the high mobility and absence from our traveller community.

Positive highlights:

- Attendance is improving amongst disadvantaged pupils.
- Our proactive work with the traveller community liaison has impacted positively on attendance.
- Authorised absence for our disadvantaged pupils has remained within 0.5% of our whole school.
- Our severely absence rate for disadvantaged pupils is 0%

Behaviour

- No suspensions for pupil premium pupils in 2025–2026.
- This reflects the success of our proactive work with disadvantaged pupils and families.
- There have been no permanent exclusions this year

Evaluation and Next Steps

Our review confirms that interventions delivered during the previous academic year have had a positive impact, with improved outcomes compared to the year before. While attendance remains an area for development, the underlying factors affecting attendance are well understood and strategies are being adapted to address these challenges. Following the review of Year 2 outcomes, the school has retained the core priorities identified at the start of the strategy, as these continue to represent the key barriers to achievement for disadvantaged pupils. Consequently, the 2026-27 pupil premium allocation will focus on sustaining effective approaches in early reading, targeted academic support, attendance and pastoral provision, while continuing to narrow attainment gaps and secure positive outcomes for 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.