

## Pupil premium strategy statement- Handale 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	184 (Nursery – Year 6)
Proportion (%) of pupil premium eligible pupils	December 2025 83 children - 45.1%
Proportion (%) of service premium eligible pupils	0 children
Proportion (%) of LAC premium eligible pupils	2 children
1	2025 2026
Date this statement was published	November 2025
Date on which it will be reviewed	
Statement authorised by	Rio Farrier - HT
Pupil premium lead	Rio Farrier
Governor / Trustee lead	Mary Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,205.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£102,205.00

# Part A: Pupil premium strategy plan

## Statement of intent

*At Handale Primary School, our core ambition is for every pupil - regardless of background or circumstance - to make good progress and achieve high standards across all subjects. We are committed to ensuring that every child leaves our school with a love of learning and the confidence to succeed.*

At our school, our mission is clear and uncompromising: to achieve academic excellence while living out our motto, 'Together we inspire, encourage and succeed.' Our use of Pupil Premium funding is a key driver in realising this mission. It ensures that every disadvantaged pupil - including those who are high attainers - is given the support, opportunities and challenge needed to achieve their full potential.

We believe that disadvantaged should never mean diminished expectations. Our strategy is built around three core principles:

- Excellent teaching for every pupil – because strong classroom practice has the greatest impact on outcomes for disadvantaged learners.
- Targeted academic support – to remove specific barriers to progress identified through precise assessment and tracking.
- Wider pastoral and enrichment provision – to build confidence, aspiration and personal resilience so pupils can engage fully in their learning.

Our intent is to use Pupil Premium funding to:

- Strengthen the quality of teaching across the school through professional development, instructional coaching and curriculum refinement.
- Accelerate progress and raise attainment for disadvantaged pupils, ensuring they meet or exceed national expectations from their starting points.
- Close the attainment and progress gaps between disadvantaged pupils and their peers in all year groups.
- Develop pupils' personal skills and wellbeing, improving attendance, engagement and self-belief.
- Empower families to support learning at home through workshops, communication and partnership opportunities.

We recognise that the barriers faced by our disadvantaged pupils are diverse — ranging from limited access to learning resources and language delays to low confidence and challenging circumstances at home. Our response is individualised and evidence-informed, shaped by diagnostic assessments, ongoing monitoring and robust research, including guidance from the Education Endowment Foundation (EEF) and Sutton Trust.

Our strategy is a living document: it evolves in response to pupil outcomes, feedback and contextual needs. We evaluate impact rigorously each term, using both quantitative data and qualitative insights to refine our provision.

Ultimately, our intent is that every pupil, regardless of background, leaves our school confident, successful and ready for the next stage of their education and life

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are significantly affected by their SEND. A significant percentage of population live in some of the most deprived areas in the country.
2	A high percentage of children enter Nursery below age-related expectations, particularly in communication and language. Increasing numbers of pupils present with complex needs such as speech and language delays, attention difficulties, and social-emotional challenges leading to underdeveloped speaking skills and significant vocabulary gaps.
3	Attendance remains a key challenge for some of our most vulnerable pupils. Persistent absence is notably higher among children eligible for Pupil Premium who also face additional barriers such as SEND, medical conditions, involvement with social care or mental health needs. These overlapping factors compound the challenges to engagement and learning, making targeted attendance support a vital part of our strategy.
4	Disadvantaged pupils have limited life skills and cultural experiences beyond their home life and immediate community. This can hinder their understanding of some concepts and vocabulary, or their confidence when engaging with things that are unfamiliar to them
5	Disadvantaged pupils underperform at the end of Key Stage 2 compared to their peers, particularly in writing. Analysis of school and national assessment data shows that pupils eligible for Pupil Premium often start KS2 with lower attainment and gaps in foundational knowledge and skills in writing.

## 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
Ensure that Pupil Premium pupils with additional barriers (such as SEND, medical needs, or social care involvement) make at least expected progress in line with their individual learning profiles.	Increase the percentage of disadvantaged pupils making accelerated progress — defined as three or more PIVATS points per academic year — towards their personalised targets in core subjects. This will be demonstrated through improved rates of progress compared to the previous year, with the proportion of SEND pupils achieving accelerated progress rising from 19% to at least 35%.
To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.	<p>Close the attendance gap between pupils eligible for Pupil Premium and the whole-school cohort to no more than 0.6% by the end of 2025–2026, demonstrating sustained improvement compared to the previous academic year.</p> <p>Reduce the proportion of disadvantaged pupils identified as persistently absent, closing the gap between disadvantaged pupils (currently 15.5%) and the whole-school figure (11.8%), with a target to bring Pupil Premium persistent absence closer to 12% or below by July 2026.</p>
Pupil Premium pupils who are behind in basic writing skills will receive targeted, high-quality support to close gaps in transcription and sentence construction, enabling them to make accelerated progress and achieve age-related expectations by the end of Key Stage 2.	<p>The proportion of disadvantaged pupils achieving the expected standard in writing at the end of KS2 will be in line with national figures for non-disadvantaged pupils nationally.</p> <p>At least 70% of disadvantaged pupils receiving targeted writing support will make accelerated progress (three or more PIVATS points or assessment points) by the end of the academic year.</p>
Pupil Premium pupils will have increased access to after-school clubs and enrichment experiences, including educational visits and trips. This will support their personal development, broaden cultural capital, and enhance engagement and confidence, contributing positively to overall wellbeing and academic progress.	<p>The percentage of disadvantaged pupils attending at least one extracurricular club will increase to at least 65% by July 2026, demonstrating improved engagement with wider school life.</p> <p>All year groups will offer at least one termly educational visit or enrichment experience accessible to all pupils, with some financial and logistical barriers removed for disadvantaged families.</p>

	School data and pupil voice feedback will show that Pupil Premium pupils have equal access to all aspects of the school's wider curriculum, and that their participation contributes to improved confidence, wellbeing and engagement in learning.
Targeted early intervention and high-quality language-rich provision will narrow vocabulary gaps, enhance attention and listening skills, and improve children's social confidence and ability to express themselves effectively.	<p>Children will make good or better progress from their individual starting points, with particular emphasis on communication and language development, as measured through ongoing formative assessments and observation.</p> <p>The percentage of pupils achieving the Early Learning Goal (ELG) for speaking will increase from 61% (2024–25) to at least 75% by July 2026, reflecting the impact of targeted interventions and language-rich provision</p>

## 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: £47, 656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all EYFS practitioners deliver high-quality, language-rich teaching and learning experiences across the curriculum.	<p>The EEF Early Years Toolkit highlights that high-quality teaching is the most effective strategy for improving outcomes in the Early Years, benefiting all pupils but having the greatest impact on disadvantaged children.</p> <p>Studies show that effective adult-child interactions, including modelling language, questioning, and scaffolding play, are strongly associated with improved outcomes in vocabulary, literacy, and social skills.</p> <p><u><a href="#">EEF   Communication and Language</a></u></p>	2

Employ a specialist Early Years teaching assistant three days a week to deliver targeted communication and language support using <b>Talk Boost</b> and <b>Launchpad</b> , narrowing vocabulary gaps, improving listening and speaking skills, and embedding language-rich strategies across provision.	<p>The EEF’s “Communication and Language” evidence summary states:</p> <p>“Evidence consistently shows that communication and language approaches benefit young children’s learning. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds.”</p> <p><u><a href="#">EEF   Communication and Language</a></u></p>	2
Ongoing high quality CPD for staff across the school – teachers and teaching assistants – to ensure excellent first quality teaching, subject knowledge, strategic oversight, curriculum development and intervention and support is continually revisited, adapted and improved.	<p>The EEF states that ‘intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact’.</p>	1, 3 & 5
After carefully reviewing the curriculum offer, improve the teaching of writing by strengthening the explicit teaching of basic skills, including spelling, handwriting, sentence construction, and grammar, to ensure all pupils develop a strong foundation for	<p>Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing, including their use of correct grammar. Producing quality writing is a process not a single event. Explicitly teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p><u><a href="#">Writing Approaches in Years 3 to 13 Evidence Review.pdf</a></u></p> <p><u><a href="#">Improving Literacy in Key Stage 1   EEF</a></u></p>	5

written communication.		
------------------------	--	--

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

Budgeted cost: £31,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of Launchpad in the Early Years to identify individual needs and plan structured high quality interventions</p> <p>Introduce Launchpad in the Early Years to identify individual children's needs, highlight gaps in communication, language, and early literacy skills, and plan structured, high-quality interventions tailored to support accelerated progress.</p>	<p>The EEF states that 'Communication and language approaches typically have a very high impact and increase young children's learning by seven months'</p> <p>The "Launchpad for Literacy" programme is described as a systematic, skill-based approach for early years which helps to: identify and close specific skill gaps, assess and track progression, and embed interventions into everyday practice.</p> <p>"Communication and language approaches typically have a very high impact and increase young children's learning by seven months."</p>	2
Training for staff to support the implementation of the Launchpad	<p>The EEF states that Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF A number of studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches</p>	2
Implement the Talk Boost programme to provide structured, small-group support for children with identified language delays or gaps.	<p>The EEF funded a trial of Early Talk Boost — described as a 9-week, three sessions per week programme for 3-4-year-olds. One report says "Children made, on average, five months' progress in language development after the programme, helping them to catch up with their peers". Another report says "Early Talk Boost shows improvements: attention &amp; listening (+49 %), language</p>	2

	(understanding) +33 %, language (speaking) +46 %"	
Employment of a Teaching Assistant to support in delivering catch up and rapid response interventions	The EEF states that 'strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high quality provision from the class teacher, including providing targeted interventions. The EEF also states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'	1 & 3

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

Budgeted cost: £23,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school Learning Mentor will provide targeted support for pupils with low attendance, working directly with children and their families. This includes regular social-emotional check-ins and pastoral support to address barriers to attendance	The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER state that 'one of the successful strategies that is most effective is where schools have strong processes around collecting and analysing attendance data, this allows them to respond quickly.'  <u>Attendance interventions rapid evidence assessment   EEF</u>	3
Organise and run parental engagement events in school to build a relationship	The EEF suggests that 'some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance'. They also found that 'Levels of parental engagement are consistently associated with improved academic outcomes. Practical	4



	<p>approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	
SLA with The Bungalow Partnership in order to support children and families.	<p>The EEF conclude that skills related to social and emotional aspects of learning are weaker for disadvantaged children. NICE also state that poor skills here can lead to both behavioural and health problems in later life.</p> <p>The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practised and supported by professional development and training for staff.</p>	2 & 4
<p>Parent and Family Engagement</p> <p>Activity: Regular meetings, workshops, and drop-in sessions with parents/carers of pupils with low attendance to identify barriers and provide support.</p>	<p>The EEF's Supporting School Attendance guidance includes the point:</p> <p>"Schools are likely to be more effective if they communicate effectively with families. Well-designed communications can improve attendance and support positive relationships."</p> <p>The EEF's toolkit on Parental Engagement (while focused on learning outcomes) shows that:</p> <p>"Parental engagement approaches have a positive impact (on average about +4 months of progress) and are of very low cost</p>	

**Total budgeted cost: £ £102,205.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal 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).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

Intended outcome	Review
<p>Pupils make at least expected progress in reading, writing and maths.</p> <p><b>Success criteria</b></p> <p>Gap will close in progress made between PP and non-PP. Achieve national average progress scores in Reading, Writing and Maths.</p> <p>Disadvantaged pupils will make good or outstanding progress or learn in line with their peers.</p> <p>The vast majority of disadvantaged children will make at least the expected progress across the curriculum</p> <p>Disadvantaged pupils will make at least expected progress in RWM.</p>	<ul style="list-style-type: none"><li>• 67% pupil premium children in Reception achieved GLD which was an increase of 17% from the previous year.</li><li>• 90% of pupil premium children passed their phonic screening check. This was above the previous year and greater than non-pupil premium other.</li><li>• 71% of pupil premium children achieved reading, writing and maths. This was slightly above non-pupil premium other.</li><li>• The vast majority of pupil premium children made the expected progress.</li></ul>

	<ul style="list-style-type: none"> <li>86.5% of pupil premium children in year 4 scored full marks in their MTC test.</li> <li>The average score of pupil premium children was 24.3 marks out of 25. Pupil premium children performed better than non-pupil premium children.</li> </ul>
<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</p> <p><b>Success criteria</b></p> <p>As their SEND needs are being addressed, PP pupils will make expected progress or exceed their targets set in Reading, Writing &amp; Maths.'</p> <p>Oracy Curriculum will underpin the support for speech and language – Disadvantaged pupils will make expected progress or better in reading as the language will be understood.</p> <p>School will participate in the PINs project supporting parents and staff in accessing and providing the best possible education.</p>	<ul style="list-style-type: none"> <li>86% of pupil premium children achieved the expected standard in reading.</li> <li>PIVATs is now used to track the individual progress of SEN children in school.</li> <li>PP children with SEN now have individual targets linked to PIVATS if they are working below the expected standard.</li> <li>The average MTC score for pupils with SEN was 23.3</li> <li>PINS project wasn't completed this year.</li> </ul>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupil</p> <p><b>Success criteria</b></p> <p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Accreditation as a mentally healthy school - embed practice.</li> </ul> <p>Headstart</p> <p>Clear pathways of support and outcomes.</p>	<ul style="list-style-type: none"> <li>67% of Pupil premium children attended at least one after school club which is an increase from the previous year (56%).</li> <li>30% pupil premium children attended more than one afterschool club</li> <li>All pupil premium children in year 6 accessed the residential trip to London with financial support provided by school</li> <li>Parent and pupil surveys were positive.</li> <li>Headstart Silver Accreditation</li> </ul>
PP attendance increases.	<ul style="list-style-type: none"> <li>The gap between whole school attendance and pupil premium</li> </ul>

<p><b>Success criteria</b></p> <p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Whole school attendance will be no less than National %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• To close the gap with PP and SEND needs by 0.5% and nonPP and non SEND.</li> <li>• To close the gap between disadvantage children persistent absence 17.8% and whole school persistent absence 9% by reducing pupil premium persistent absence</li> </ul>	<p>children reduced from 1.6% to 0.7% over the academic year</p> <ul style="list-style-type: none"> <li>• Whole school attendance for the year was 95.2%, an increase on previous years and above national.</li> <li>• Persistent absence for pupil premium children was 15.5% which is 12 children. This is still higher than what we aim for so it will continue to be a focus.</li> <li>• The gap was closed for PP children with SEN by 0.7%</li> <li>• PA for Pupil premium children was significantly better than the national average for PP children 15.5% which is lower than the national average 30.2% for disadvantaged children</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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 (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*