

Pupil premium strategy statement – Halstow Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	409
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	Autumn 2025 – Autumn 2028
Date this statement was published	25.11.2025
Date on which it will be reviewed	November 2026
Statement authorised by	Natasha Tilley
Pupil premium lead	Alex Bunzl and Joe Armson
Governor / Trustee lead	John Michaelides

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£107,565

Part A: Pupil premium strategy plan

Statement of intent

1. Halstow is committed to securing the highest possible outcomes for all pupils. We maintain high expectations for every learner and adopt strategies and approaches to address educational disadvantage. Our core objectives are to close the attainment gap for our children eligible for Pupil Premium, with a particular focus on core subjects, and to address the strong association between disadvantage and social, emotional and mental health (SEMH) needs that we have identified.

2. Our strategy is founded on the principle that high-quality, inclusive teaching is the most effective means of reducing educational disadvantage. Evidence indicates what works for our most disadvantaged children, will benefit all children. When teachers intentionally design learning to meet the needs of pupils facing the greatest barriers, the resulting clarity, modelling and instruction strengthens provision for the whole class.

3. We are implementing an approach called '**Focus Five**', that ensures inclusion is deliberate and embedded within teaching rather than delivered as an additional layer. Focus Five is underpinned by **adaptive teaching, front-loading, direct instruction and precision teaching**. All children who are eligible for Pupil Premium and who are not meeting age-related expectations in the core subjects, will be part of teacher's 'Focus Five'. We will be monitoring the impact of strategies in this statement on this group throughout the academic year and using our findings to adapt the plan.

Our whole-school approach to ensuring high-quality, adaptive teaching is complimented by evidence-based, targeted interventions to support those children eligible for Pupil Premium, who are not progressing as expected.

Challenges

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

Challenge number	Detail of challenge
1	Reading: Attainment gap identified between children eligible for PP and those who are not, at end of KS1. This gap in attainment has been narrowed between 2022-2025 as a result of rapid catch-up and in-class Reading strategies being implemented in line with Little Wandle. However, current data shows 32% of Pupils needing the rapid catch-up provision are eligible for PP, compared to 17% across the school. There is also still a gap of 12% in children at ARE+ in

	Reading between those eligible for PP and those not. Therefore, strategies need to consistently continue to impact on progress for those eligible for PP.
2	Writing: Attainment gap identified between those eligible for PP and those who aren't at end of KS1. There is an attainment gap between those eligible for PP and those who aren't, of 38% at the end of KS1 (2024/25). The trend in this data does not show a narrowing of the attainment gap as it does with Reading. We therefore need to review provision across the school.
3	Maths: Attainment gap identified between those eligible for PP and those who aren't at end of KS1. There is an attainment gap between those eligible for PP and those who aren't, of 44% at the end of KS1 (2024/25). The trend in this data does not show a narrowing of the attainment gap as it does with Reading. We therefore need to review provision across the school.
4	We aim to ensure increased access to opportunities, trips and experiences beyond the curriculum, including music, for our children eligible for PP.
5	Link identified between SEMH needs and PP: 28% of those eligible for PP also have SEMH difficulties. The majority of these children are WTS ARE in one or more of the core subjects.

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
Close the gap in Reading between those eligible for PP and those who aren't	<p>Gap in attainment in Reading between those eligible for PP and those who aren't will have closed to <5%.</p> <p>Most children eligible for PP will have made good or accelerated progress in Reading each academic year.</p> <p>Those who have not made expected progress will have identified SEND needs and appropriate interventions in place.</p>
Close the gap in Writing between those eligible for PP and those who aren't.	<p>Gap in attainment in Writing between those eligible for PP and those who aren't will have narrowed.</p> <p>Most children eligible for PP will have made good or accelerated progress in Writing each academic year.</p> <p>Those who have not made expected progress will have identified SEND needs and appropriate interventions in place.</p>

<p>Close the gap in Maths between those eligible for PP and those who aren't.</p>	<p>Gap in attainment in Maths those eligible for PP and those who aren't will have narrowed.</p> <p>Most children eligible for PP will have made good or accelerated progress in Writing each academic year.</p> <p>Those who have not made expected progress will have identified SEND needs and appropriate interventions in place.</p>
<p>Increase wider opportunities for children eligible for PP</p>	<p>Improved participation of children eligible for PP within wider opportunities, including additional provisions put in place during the school day e.g. cooking/horse-riding alongside wraparound care and after-school clubs</p> <p>PP children have increased access to Sports and Music opportunities across the school.</p>
<p>Improved emotional literacy for all children across the school.</p>	<p>There is a shared language across the school community about how we discuss emotions and emotional regulation in line with the Zones of Regulation programme.</p> <p>Children will understand that all emotions are normal and OK.</p> <p>Children will be able to apply strategies for emotional regulation with increasing independence.</p> <p>For children eligible for PP, with an identified SEMH need, additional targeted support will be in place.</p> <p>Staff will feel confident with how to support children with their emotional literacy and regulation in line with the Zones programme.</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: approximately £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct-instruction/Front-loading PDMs	<p>There is a great deal of evidence showing that the Direct Instruction approach can increase mathematics attainment for school-age pupils, and particularly those struggling with mathematics concepts. (EEF)</p> <p>Research suggests that when implemented effectively, explicit instruction leads to improved learning outcomes.</p>	1, 2 & 3
Writing Framework Training	<p>DFE have published the new Writing Framework for 2025.</p> <p>This Writing framework has a clear rationale to develop skills in the early years: The new writing framework is designed to address the challenges in teaching writing and to support pupils in developing their writing skills effectively.</p> <p>The rationale behind this framework is to provide a clear and structured approach to writing instruction, focusing on the complexity of writing as a process rather than just the final product. It emphasizes the importance of handwriting, spelling, and sentence construction, and encourages teachers to plan carefully structured sequences that allow for idea generation, oral rehearsal, shared and modelled writing, drafting, revising, editing, and sharing.</p> <p>This approach aims to build fluency in transcription early on and to enable children to express their ideas fully.</p>	2
Educational Disadvantaged training	<p>The rationale behind targeting teaching and delivery on educational disadvantage lies in the understanding that disadvantaged pupils often face barriers to learning that can be addressed through high-quality teaching and learning.</p> <p>These barriers may include academic, emotional, behavioural, and environmental challenges, such as</p>	All

	<p>limited access to resources, unstable routines, or poor health and wellbeing.</p> <p>By focusing on these areas, schools can create a supportive learning environment that helps disadvantaged pupils succeed.</p>	
Pupil Progress monitoring (Focus 5)	<p>We know from the EEF tiered approach to pupil premium spending that the highest impact on the academic outcomes of our most disadvantaged pupils is likely to come from ensuring high quality teaching.</p> <p>Focus Five is a simple but powerful teaching-design strategy.</p> <p>It is our structured approach for ensuring that inclusion is intentional, not accidental.</p> <p>Each teacher identifies up to five pupils whose needs provide a lens for planning, modelling and adapting whole-class teaching.</p> <p>Those children eligible for pupil premium who are falling behind their peers, will be part a teacher's Focus Five.</p> <p>This is not a withdrawal group or an intervention model; it isn't about sitting the Focus Five children in the front row or marking their books first. Focus Five is a lens through which teachers design their whole-class teaching. It strengthens the clarity, accessibility and sequencing of lessons for all pupils, while keeping our children with an educational disadvantage at front of mind.</p> <p>It ensures that our limited resources of time, energy and expertise are directed where they make the biggest difference</p>	All
Zones of Regulation training	The Zones of Regulation framework is implemented in schools to help students develop emotional awareness, self-regulation skills, and social	5

competencies, ultimately fostering a positive learning environment.

Key Benefits of the Zones of Regulation:

Emotional Awareness:

1. The Zones of Regulation helps students identify their feelings and levels of alertness by categorizing emotions into four distinct zones (Blue, Green, Yellow, and Red). This visual representation makes it easier for students to understand and communicate their emotional states.
2. **Self-Regulation Skills:** By teaching students strategies to manage their emotions and behaviors, the curriculum promotes independence in emotional regulation. Students learn to recognize when they are in a heightened state and how to use tools to return to a more regulated state.
3. **Social Skills Development:** The framework incorporates social thinking concepts, helping students understand how their behavior impacts others. This understanding fosters better social interactions and relationships among peers.
4. **Positive Impact on Learning Outcomes:** Research and practice-based evidence indicate that implementing the Zones of Regulation can lead to significant improvements in students' social-emotional competencies. Schools that have adopted this framework report reductions in behavioral incidents and improvements in student well-being.
5. **Common Language for Communication:** The Zones of Regulation provides a shared vocabulary for students, educators, and parents, facilitating discussions about emotions and behaviors. This common language helps in

	addressing behavioral concerns collaboratively.	
Maths Mastery Training	<p>The rationale behind Maths Mastery lies in the belief that all children can achieve a deep and lasting understanding of mathematical concepts. This approach emphasizes:</p> <ol style="list-style-type: none"> 1. Deep Understanding: It aims for children to develop a comprehensive grasp of mathematical procedures and concepts, rather than just memorization. 2. Support for All: The method provides extra support to students who find topics challenging, ensuring that all children have the opportunity to succeed. 3. Cumulative Learning: The curriculum is designed to build on previous learning, allowing students to master concepts gradually throughout their education. 4. Engagement and Confidence: By focusing on mastery, students feel more confident in their abilities and are encouraged to engage with mathematics in a positive manner. <p>Overall, Maths Mastery seeks to create a supportive learning environment that maximizes children's chances of success in mathematics.</p>	3

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

Budgeted cost: approximately £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Little Wandle keep-up and catch-up programme	<p>Current research suggests:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic. 3. Phonics can be especially beneficial for children who are lower attaining. 4. The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 5. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils. 	1
Interventions to support writing for KS1 (PP and WTS)	Focus on foundational skills: catch-up handwriting and spelling.	2
LEXIA	Lexia's evidence-based approach to literacy and reading support is well-supported by research and has been implemented successfully in various educational settings.	1 & 2
Learning by Questions	<p>Learning by Questions (LbQ) is an evidence-based app for the classroom which</p> <ul style="list-style-type: none"> • Provides personalised, live feedback to both teachers and students • Facilitates teacher intervention based on need • Assesses learning and progress through effective questioning • Engages students of all ages and confidence levels 	

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

Budgeted cost: approximately £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus 5 strategy: mindset, interactions, attainment, attendance, extra-curricular	<p>We believe firmly that what works for the educationally disadvantaged, works for everyone. Practitioners will always ask themselves: what needs to happen to make sure the learning happens?</p> <p>High-quality, inclusive teaching is the most effective way to reduce educational disadvantage. "High quality teaching is important for all pupils but absolutely crucial for the most disadvantaged." When teachers intentionally design lessons that meet the needs of the pupils, who face the greatest barriers the clarity, modelling and instruction provided benefits the entire class.</p> <p>Focus Five is our practical, sustainable method for ensuring this happens every day.</p> <p>This is "inclusion by design", not an add-on. It is rooted in adaptive teaching, front-loading, direct instruction, and precision teaching.</p> <p>Greenshaw Learning Trust on DFE website demonstrates impact in other schools: Focus Five – a high impact, low-cost response to disadvantage – Teaching</p>	All
OPAL: Outdoor Play and Learning	<p>OPAL schools report a transformation in the level of inclusion for all pupils.</p> <p>OPAL schools report an improvement in the equality and equity of children's playtime experiences. Children with additional needs and those eligible for PP consistently have better, more active and more enjoyable playtimes.</p>	4 & 5
Wider opportunities for children Eligible for PP	<p>Children eligible for pupil premium will have access to additional sessions from specialist music teachers and to cross-borough sports opportunities throughout the school day.</p>	

Total budgeted cost: £108,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of intended outcomes from Previous PP Statement:

To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	67	93.0%	92.4%	Close to average	Relative improvement	-

Attendance figures for children eligible for PP

Figures show an improvement in attendance for children eligible for PP last academic year.

Improved reading, writing and maths attainment among disadvantaged pupils

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	16	69%	47%	Above (non-sig)	69%	0	No gap

Attainment in reading, writing and maths (combined) for children eligible for PP

Data shows that children eligible for PP were achieving expected in reading, writing and maths (combined) at a rate above National last year.

To achieve and sustained improved wellbeing and ability to manage emotions for all children, particularly our disadvantaged pupils

Pupils eligible for Pupil Premium show improved wellbeing and resilience as a result of targeted specialist interventions, OPAL play provision and carefully adapted academic support. They demonstrate increased confidence, positive peer relationships and improved self-regulation, alongside greater engagement in learning and perseverance with challenge. These combined approaches have reduced barriers to learning and strengthened pupils' readiness to succeed both socially and academically.

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: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.