Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Halley Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Shoshannah Thompson Headteacher
Pupil Premium Lead	Shoshannah Thompson
Governor / Trustee lead	Jo Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	95,445.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	95,445.00

Part A: Pupil premium strategy plan

Statement of intent

At Halley Primary School, our core aim is to ensure that all pupils, regardless of socio-economic background or personal circumstance, make strong progress from their starting points and achieve well academically, socially and emotionally. We recognise that disadvantage often presents overlapping barriers including limited early language exposure, reduced access to enrichment, high levels of EAL, attendance challenges, and increasing social, emotional and mental health needs.

Our strategy is rooted in robust diagnostic assessment, high-quality teaching, and evidence-informed intervention, drawing particularly on the Education Endowment Foundation (EEF) guidance. We prioritise early language development, reading fluency and comprehension, strong foundations in phonics, and targeted academic and pastoral support.

High-quality teaching is the single most important lever for improving outcomes for disadvantaged pupils. All staff are actively involved in analysing assessment information and identifying barriers so that teaching, curriculum design and interventions are responsive rather than assumption-led.

Our objectives are to: -

- *Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across all key stages.*
- *Secure at least expected progress for all disadvantaged pupils, with increasing proportions achieving higher standards.*
- *Improve early language and communication so that pupils access the curriculum confidently from EYFS onwards.*
- *Improve attendance, wellbeing and engagement for vulnerable learners.*

Key principles:

- *Consistently strong classroom practice through high-quality professional development and coaching.*
- *Targeted academic interventions that are time-limited, well-monitored and evidence-based.*
- *Early identification and rapid response to emerging needs.*
- *Flexible use of funding to support pupils who are socially disadvantaged even where they may not meet FSM criteria.*
- *Strong partnership with families and external agencies.*

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils may require:

- *Allocation of support/intervention HLTA – providing small group work with a focus on closing gaps*
- *Additional teaching and learning opportunities provided through trained support staff or external agencies*
- *Universal free access to breakfast club*
- *Music, Art and Enrichment provision: activities, educational visits and residentials – ensuring children have first-hand experiences to draw upon in their classroom learning*
- *Behaviour and Mental Health support*
- *Speech and Language Therapy*
- *Transition programmes*

Challenges

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

Priority	Priority number	Detail of challenge
Oracy	**1**	Children arrive at Halley in Reception with a low level of oracy which is reflected in the baseline testing carried out. EYFS outcomes remain below national averages. **GLD is 57%** compared to **67.7% nationally**. The largest gaps are in Writing, Listening & Attention, Speaking and Comprehension. This impacts pupils' readiness for reading, writing and wider curriculum access. The highest needs category for special educational needs is 'communication and interaction' and there is a link between disadvantaged and SEND
Phonics	**2**	Phonics outcomes are strong (85% pass rate in 2024–25), however there is a need to ensure that decoding strength translates into fluency, comprehension and writing quality as pupils move into KS1 and KS2.
Reading, Writing and Maths	**3**	Internal Summer 2025 data shows Pupil Premium pupils achieving: Reading 64.8%, Writing 66.7% and Maths 63% at or above age-related expectations. While this demonstrates secure core attainment, higher standard outcomes remain low and a proportion of pupils remain below expected, particularly in lower KS2 cohorts.
SEND		Outcomes for pupils with SEN remain significantly lower than their non-SEN peers. Within the Pupil Premium cohort, only approximately 14–21% of pupils with SEN are working at or above expected standards across Reading, Writing and Maths. This confirms that SEND remains the strongest predictor of underachievement and requires sustained specialist intervention and adaptive teaching.
Wellbeing and SEMH	**4**	Cost-of-living pressures, high EAL need and family vulnerability continue to impact emotional regulation, readiness to learn and resilience. Targeted SEMH support remains necessary to secure learning behaviours and sustained engagement. These findings are supported by national research (NFER, Cost of Living Impact on Schools).
Wider Pupil Participation & Cultural Capital	**5**	Some disadvantaged pupils continue to experience reduced access to enrichment opportunities, impacting confidence, aspiration and curriculum engagement
Attendance and Engagement	**6**	Attendance continues to correlate strongly with attainment. Pupils with attendance of 90% or above achieve approximately 10–15 percentage points higher outcomes than pupils below this threshold. The school's overall attendance for the 2024–25 academic year was **93.5%**, remaining below the national expectation of 96%. The rate of persistent absence was **23.2%**, higher than the borough

		average of 17.8%, indicating a continued need for targeted intervention and family support. Key barriers include recurring health-related absence, post-pandemic anxiety, parental attitudes to attendance in the early years, and unauthorised term-time holidays. While robust systems are in place including daily monitoring, attendance meetings, home visits and multi-agency support, persistent absence remains a significant barrier for a vulnerable minority of pupils. **Data source:** Attendance and Welfare Advisor (AWA) Annual Attendance Report 2024–25.
EAL	**7**	95% of children have English as an additional language, this is further complicated as many speak a second language that is only spoken in written form. A number of our parents in the school community are not able to use English to communicate with staff members. This is also a barrier between home and school support, for example it is difficult for families to support children with homework such as reading and therefore children are not able to practise essential skills at home with parents. E.g. high levels of EAL in the family, lack of knowledge, lack of strategies, time and resources to support at home.

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.

Challenges	Challenge number	Intended outcome	Success criteria
Oracy	**1**	Improved oral language skills and vocabulary	EYFS GLD improves to at least 62%; with reduced gaps in speaking/listening and improved language evident in observations and book scrutiny
Phonics	**2**	Sustained strong phonics and transition to fluency	Phonics outcomes remain at least 85%; with improved fluency across KS1.
Reading, Writing and Maths	**3**	Increased attainment and depth	The attainment gap between disadvantaged pupils and peers reduces to no more than 5%; with increased greater depth outcomes
Wellbeing & SEMH	**4**	Improved emotional regulation and engagement	• Reduced behaviour incidents and positive pupil voice: - *Children talk positively about School values what they mean to them* - *Children talk positively about the academic progress they have made* - *Children participate confidently in all aspects of school*

			life (action teams, performances, play and lunchtimes)
Wider Pupil Participation & Cultural Capital	**5**	Increased enrichment access	• At least 90% disadvantaged pupils accessing clubs and trips
Attendance & Engagement	**6**	Whole school attendance increases from 93.5% towards the national expectation of 96%, with persistent absence reducing year on year.	• Attendance for disadvantaged pupils will be at or above the national average.”
EAL	**7**	Improved attainment outcomes for disadvantaged pupils at the end of KS2.	• Improved progress measures in reading and writing

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: ***£14,727***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enabling greater opportunities for specific feedback; both orally and through high quality diagnostic feedback.	Providing feedback is a well-evidenced technique which has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	Priority 1: Oracy Priority 3: Reading, Writing and Maths
Developing confidence in both support and teaching staff to model with clarity and explain concepts concisely	Evidence indicates that great teaching is the most important leaver schools have to improve pupil attainment. https://https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendeducationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Priority 3: Reading, Writing and Maths
Further development of reading fluency and	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months)	Priority 1: Oracy

comprehension strategies to improve the learners' understanding of the text.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	Priority 2: Phonics Priority 3: Reading, Writing and Maths
Additional professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading and phonic check outcomes in EYFS, Year 1 and Year 2 **(£1,727)**	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 up to 12 weeks: (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	Priority 1: Oracy Priority 2: Phonics
High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment.	Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster	Priority 2: Phonics Priority 3: Reading, Writing and Maths
Play Therapy Allowing children space and time to work through their emotions **(£13,000)**	Play therapy is a form of non-directive counselling and our play therapist support. It is an effective way of working with children who may have emotional difficulties or need some time and space to process difficult feelings. School and teachers are able to refer pupils who need support. Children can also self-refer to a talk and think space and do so frequently when they need someone to speak to-which is reflective of 4,5 6 them taking ownership for their own feelings and behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	Priority 4: Pupil Wellbeing
SEL approaches as part of whole school practices and developed by CPD and 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.) https://educationendowmentfoundation.org.uk/	Priority 4: Pupil Wellbeing

training including continued Zones of Regulation training for all staff and families		

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

Budgeted cost: **£ 45,940.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher focussed: Targeted teaching to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1705043264	Priority 1: Oracy Priority 3: Reading, Writing and Maths
The SENDCO supports SEND pupils and teachers in mainstream classes to ensure access to the full curriculum.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	Priority 3: Reading, Writing and Maths
Speech and Language Therapy / Teaching Assistant Focused: Targeted one to one and small group speech and language therapy including training and support for Teachers and Teaching Assistants	Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months)	Priority 1: Oracy Priority 3: Reading, Writing and Maths

(£15.940)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Teaching Assistant Focused: • Maths • Grammar • Phonics 1:1 reading tuition Intervention HLTA **(£30.000)**	Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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 up to 12 weeks: (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Priority 1: Oracy Priority 2: Phonics Priority 3: Reading, Writing and Maths
The school provides bespoke resources for all learners to complete at home.	Homework has a positive impact. Homework that is linked to classroom work is more effective. (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	Priority 3: Reading, Writing and Maths
Provision of extra-curricular and enrichment activities across the curriculum engages and enriches the learning opportu-	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	Priority 4: Pupil Well-Being Priority 5: Wider Pupil Participation

nities for our pupils impacting on their attainment. • Strong curricular links to external events and experiences for all pupils. • Extra-curricular links (theatre trips etc.) • Targeted enrichment opportunities (lunchtime and after school)	Programmes that extend school time have a positive impact. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. (+ 3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time London is an exciting location with much to offer and our curriculum is designed to make the most of what is on our doorstep. By taking advantage of this, we can offer our learners a way of overcoming one of many barriers to their learning. The financial burden of visiting places or participating in projects is lifted from disadvantaged households and enables children to feel like an integral part of their wider community.	

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

Budgeted cost: **£45,448.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing: Interventions which target social and emotional learning: • Range of enrichment clubs – e.g. lunchtime gardening, and art club and Art HLTA **(£25,515)** • Music SLA **(£4,000)** • *Greggs Breakfast* ***(£2,933)*** • AWA SLA Support **(£3,500)** • GYOP **(£7500)**	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): (4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by fulfilling a childcare function if they must start work earlier than school begins Key finding arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	Priority 4: Pupil Well-Being Priority 5: Wider Pupil Participation Priority 6 Attendance

• Trips **(£2000)**		

The school prioritises disadvantaged pupils through significant additional investment from core and SEND budgets. Pupil Premium funding contributes £95,445 towards the total provision detailed in this strategy.

Total budgeted cost: £ *106,115.00*

Pupil Premium allocation: *£95,445*

Total value of provision: *£106,115*

Additional funding from core/SEND budget: *£106,115 – £95,445 = **£10,670***

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Evaluation Criteria were:

Pupils eligible for Pupil Premium achieve at least in line with national outcomes, with increasing proportions attaining greater depth.

Review of Outcomes 2024–25

The school's IDSR confirms that disadvantaged pupil outcomes are broadly in line with national benchmarks over time, with some cohort variability. This external validation supports the school's continued focus on targeted intervention, SEND provision and attendance improvement.

Pupil Premium Progress (Autumn 2024 – Summer 2025)

Across 54 Pupil Premium pupils:

- Reading: 64.8% on track or above.
- Writing: 66.7% on track or above.
- Mathematics: 63.0% on track or above.
- The proportion of pupils with no assessment reduced from 22.2% to 9.3%, indicating improved engagement and assessment stability.

Reading Attainment

- 64.8% of Pupil Premium pupils are working at or above age-related expectations.
- Non-SEN pupils achieve approximately 82.5% at or above expected.
- SEN pupils achieve approximately 14.3% at or above expected.
- Pupils with attendance of 90% or above achieve approximately 67%, compared with approximately 54% for pupils below 90% attendance.

Writing Attainment

- 66.7% of Pupil Premium pupils are working at or above age-related expectations.
- Non-SEN pupils achieve approximately **82.5%** at or above expected.
- SEN pupils achieve approximately **21.4%** at or above expected.

- Attendance continues to correlate strongly with attainment: approximately **69.8%** of pupils with attendance of 90% or above are working at or above expectations, compared with approximately **54.5%** of pupils whose attendance is below 90%.

Mathematics Attainment

- **63%** of Pupil Premium pupils are working at or above age-related expectations.
- Non-SEN pupils achieve approximately **77.5%** at or above expected.
- SEN pupils achieve approximately **21.4%** at or above expected.
- Attendance impact remains consistent: approximately **65.1%** of pupils with attendance of 90% or above are working at or above expectations, compared with approximately **54.5%** below 90%.

Key Strengths

- Secure core attainment across Reading, Writing and Maths for the majority of disadvantaged pupils.
- Strong phonics outcomes (**85%**).
- Effective intervention impact evidenced by sustained on-track percentages.

Key Areas for Development

- Increasing higher standard outcomes across all subjects.
- Accelerating progress for pupils with SEN within the disadvantaged cohort.
- Sustaining improvements in attendance for vulnerable families.

Data sources: Sonar & IDSR

- Primary Age-Related Progress Report (Autumn 2024–Summer 2025);
- Sonar – Primary Characteristic Attainment Overview Reports (Summer 2025);
- DfE IDSR School Report (2024–25).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars	Times Table Rock Stars
THEP Phonics Programme	
Mathletics	A 3P Learning Product
Parental Workshops to support with social emotional difficulties	LBTH Home School Service / Catholic Children's Society
Year 6 – Year 7 Secondary Transition	LBTH Secondary Schools
Behaviour Support	LBTH BASS Team
Attendance Welfare Support	LBTH Attendance Service
Children's Mental Health Support	THEWS