

Flourish Together Federation



Pupil Premium Strategy Plan 2024-2027

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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	High Halden	Woodchurch
Number of pupils in school	105	165
Proportion (%) of pupil premium eligible pupils	19 pupils 18.1%	37 pupils 21.3%
National Average for pupil premium	25.9%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027	
Date this statement was published	November 2024	
Date of last update	February 2026	
Statement authorised by	K Burlton	
Pupil premium lead	K Burlton	

Funding overview

Detail	High Halden	Woodchurch
Pupil premium funding allocation this academic year	£25,160	£59,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,160	£59,200

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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Our actions included in our Pupil Premium Strategy and reduce barriers to attainments have been categorised using the tiered approach (outlined below) into whole school teaching, targeted support and wider strategies. (Source: Education Endowment Foundation- EEF).

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High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning



Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Extended school time, including summer schools

Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Breakfast clubs and meal provision

Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision we have made for this group include, but are not limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations and challenging more able pupils to reach greater depth levels.
- Additional learning support.
- Support payment for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Mental health and well-being support.

Strategies

Identifying Need

Staff will assess the progress of pupil premium pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel they need additional support.

Identifying barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

- Small group interventions and 1:1 tutoring
- Support speech and language needs.

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- High quality feedback from staff
- Activities to support aspiration of pupils

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality
2	Lower starting points than their peers
3	Less support out of school and limited access to wider opportunities
4	Lower levels of literacy and oracy skills (speech, language and communication)
5	Lower resilience levels. Social, emotional and mental health
6	Lower motivation to achieve and engage.

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
Accelerated progress in reading	To make accelerated progress in reading in order to narrow the gap between disadvantaged pupils and their peers, with an increasing proportion of the cohort achieving expected and greater depth at the end of key stage assessment points.
Accelerated progress in writing	To make accelerated progress in writing in order to narrow the gap between disadvantaged pupils and their peers, with an increasing proportion of the cohort achieving expected and greater depth at the end of key stage assessment points.
Accelerated progress in maths	To make accelerated progress in maths in order to narrow the gap between disadvantaged pupils and their peers, with an increasing proportion of the cohort achieving expected and greater depth at the end of key stage assessment points.
Higher levels of resilience and improved wellbeing	Measured using; Leuven scale, engagement learning walks, pupil voice and pupil surveys.
Improved attendance	Increased attendance of individual pupils, families and pupil premium (vulnerable group).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted Cost vs Actual cost

High Halden		Woodchurch	
Budgeted Cost	Actual Cost	Budgeted Cost	Actual Cost
£14,400		£36,700	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality CPD for all teaching staff. Continuous support and training for teachers and support staff throughout the year.</i>	EEF tiered approach to Pupil Premium spending. Raising awareness of disadvantaged pupils and how best to support them. Raising standards across the school and addressing staff areas of development with focused support. STLS training for support staff.	2 and 4
<i>Funded CPD opportunities for subject leaders. Empowering subject leaders to lead their subject with confidence across the school.</i>	EEF 1. Supporting staff to continuously improve their practice and therefore their teaching and training of others. Across all subject areas to ensure breadth across the curriculum.	2,3 and 4
<i>Improving the quality and effectiveness of assessment across the school.</i>	EEF tiered approach to Pupil Premium spending. Ensuring that the assessments made have an impact on outcomes for children. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	2 and 4

<i>Fully implementing Accelerated Reader across the school and engage with English Hub for additional support with Floppy Phonics.</i>	EEF tiered approach to Pupil Premium spending. Accelerated Reader EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	2 and 4
<i>Introduce Mighty Writer system across the schools.</i>	EEF tiered approach to Pupil Premium spending.	2 and 4
<i>Implement Mastery in Number (NCETM) at High Halden and engage with the 2nd year of Maths Mastery at Woodchurch</i>	EEF tiered approach to Pupil Premium spending.	2 and 4
<i>Develop understanding of Speech and Language Therapy (SALT) across the school through engagement with the Balance System and enhancing teaching assistants skills sets to deliver specific SALT interventions</i>	https://democracy.kent.gov.uk/mgConvert2PDF.aspx?ID=123938	2 and 4

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

Budgeted Cost vs Actual cost

High Halden		Woodchurch	
Budgeted Cost	Actual Cost	Budgeted Cost	Actual Cost
£5700		£8900	

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions</i>	Targeted support for those who did not or were expected not to achieve a pass score at the Year 1 phonics screen and those who are not on track to pass this year.	2,3 and 4
<i>1:1 Tutoring</i>	Targeted children are in receipt of 1:1 tuition in order to address gaps in their learning	2,3 and 4
<i>Support children's emotional development and wellbeing through a wholeschool approach to social and emotional learning and selfregulation, utilizing the Zones of Regulation framework. This will include focused and targeted support through counselling services and outdoor learning provisions, ensuring that each child receives the guidance and resources they need to thrive emotionally and socially.</i>	Outdoor adventure learning EEF Nurture Provision in Primary Schools Department of Education Self-regulation strategies EEF Metacognition and self-regulation EEF	1,3,5, and 6

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

Budgeted Cost vs Actual cost

High Halden		Woodchurch	
Budgeted Cost	Actual Cost	Budgeted Cost	Actual Cost
£5060		£13600	

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Monitoring</i>	Disadvantaged children to have attendance at least in line with national average to address attendance as a barrier to learning. EEF number 3. A wider strategy approach to attainment through increased attendance.	1
<i>Focused behaviour and wellbeing interventions and support led by our experienced FLO and SENCO.</i>	EEF number 3. A wider strategy approach to attainment through increased attendance, emotional wellbeing and self-regulation of behaviour. Behavioural needs and consequences recorded through our own behavioural system with parental contact involved at every stage.	3, 5 and 6
<i>Subsidised breakfast club, uniform and trips/visits.</i>	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	3,5 6
<i>Parent workshops, Come and Learn etc.</i>	Positive parental engagement can support pupil progress and attendance.	1, 2, 3, 4, 5, 6

Total budgeted cost for spending vs actual:

High Halden		Woodchurch	
Budgeted	Actual	Budgeted	Actual
£25160		£59,200	

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 2023 to 2024 academic year.

	High Halden		National	Woodchurch	
	All	FSM		All	FSM
EYFS GLD	53.3	100	67.8	70	0
Y1 Phonics screening	93.3	100	80.2	76.9	66.7
Y2 Phonics retakes	100	n/a	54.6	58.3	25
Y6 Reading	81.3	87.5	74	58.3	25
Y6 GPS	43.8	25	72	41.7	12.5
Y6 Writing	68.8	62.5	72	60	37.5
Y6 Maths	56.3	50	73	58.3	50

Externally provided programmes

Programme	Provider
Times Table Rockstars	TTRS
Accelerated Reader	Renaissance
Spelling Shed	Edshed
Discovery Coding	Discovery Education
Picture News	Picture News Ltd
Kapow	Kapow
Language Link/Speech Link	Speech Link Multimedia
Learning by Questions	Learning by Questions
Widgit	Widgit Software
Forest School	Team Theme
Planbee	Planbee
Numbots	Maths Circle
Charanga	Charanga

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Cross Curricular Orienteering	Cross Curricular Orienteering
Rapid, Cops and LASS	GL Assessment
Musician of the Month	Manic Street Teachers
Now Press Play	Now Press Play
Floppy Phonics	Floppy Phonics

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