

## 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	Henbury View First School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028 (3 years)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sally Wall, Headteacher
Pupil premium lead	Sally Wall
Governor / Trustee lead	Evie Ford, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,995 includes PLAC and service premium
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,995

## Part A: Pupil premium strategy plan

### Statement of intent

**At Henbury View First School, we believe that all pupils should achieve their full potential and benefit from personalised learning experiences, whatever their background or circumstances. We endeavour to value the uniqueness of every child, hearing their voice and using their knowledge, skills and talents to build their academic success, emotional well being and resilience. The targeted and strategic use of the Pupil Premium grant will support us in achieving the highest possible standards.**

At Henbury View First School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Although our numbers are relatively low pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

**High quality teaching is at the heart of our school. Alongside this, the school focuses on approaches that:**

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements
- Support pupils' transitions through the stages of education, e.g. from primary school to middle school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.

- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support

**The school also chooses approaches that emphasise:**

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach involving all agencies involved with pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The cohort of pupils in receipt of PP is small and the needs of the group have a wide variation.
2	Assessments and observations of pupils indicate that pupils require development in applying key metacognition skills in order to support self-regulation in their learning and developing their independence.
3	Assessments show that the gap between non-pupil premium and pupil premium is evident across the school. Data shows that across the school, 88% of non-pupil premium children are working at the expected standard whereas 76% of pupil premium children are working at at least the expected standard. This continues in writing (83% compared to 59%) and maths (90% compared to 76%). Writing is the area where the difference in attainment and progress is the widest. All pupils need secure foundations in early reading, writing and number. Evidence suggests we must focus on phonics, expressive language and vocabulary than their peers, for those in receipt of the pupil premium grant. Evidence suggests disadvantaged pupils often have greater difficulties with phonics, expressive language and vocabulary than their peers.
4	In 2024-2025, FSM attendance was 95.6% compared with 97% for non-FSM. In 2023-2024, FSM attendance was 97% compared to 97.4%. In 2022-2023, FSM attendance was 94.5% compared with 95.9% Observations and assessments clearly evidence that absenteeism affects pupils progress as this creates gaps in their learning.
5	Evidence through observations and discussions with pupils and families have identified social and emotional difficulties for some pupils, and a need for greater enrichment opportunities. These challenges particularly affect disadvantaged pupils, including attainment and attendance.
6	Weekly team meetings have highlighted that a greater proportion of children require pastoral intervention to ensure that pupils are emotionally ready to access learning
7	Analysis of pupils working in the lowest 20% have shown that the greatest area of need is oracy

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## 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
1. Pupils will develop a toolkit of a range of scaffolds and broader strategies to enable self-efficacy.	<ul style="list-style-type: none"> <li>Pupils can work independently by applying a range of key metacognition strategies. This will be evidenced through lesson observations, pupil conferencing and work scrutiny.</li> </ul>
2. Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of year 4, to be middle school ready. There is an improved staff awareness of unconscious bias towards children in receipt of PPG	<ul style="list-style-type: none"> <li>High Quality first teaching in all subjects best enables pupils to diminish the difference</li> <li>Early identification of learning gaps are addressed through Quality first teaching and effective assessment</li> <li>Effective recovery and interventions in phonics, reading, writing and maths enable children to diminish the difference</li> <li>Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum</li> <li>Improved outcomes in multiplication check at the end of year 4. Pupils in receipt of PPG attain in line with non-PP pupils</li> </ul>
3. Pupils who are eligible for PPG have attendance which is at least in line with national expectations, in particular children eligible for FSM	<ul style="list-style-type: none"> <li>Attendance is at least in line with national.</li> <li>Effective attendance systems and interagency partnerships support good attendance for pupils eligible for PPG)</li> </ul>
4. Pupils thrive through the development of additional skills and experiences	<ul style="list-style-type: none"> <li>All children eligible for FSM will access extra-curricular activities which inspire them to develop a broader range of skills – gardening, cooking, sports, biking, as well as developed through community events – such as fundraising and choir.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils in receipt of PPG to have regular check ins and pastoral support when needed to ensure that they continue to thrive as learners</li> </ul>
5. To ensure language enriched teaching and learning through explicitly teaching oracy skills, subject specific vocabulary and ensuring planning includes opportunities to use talk to develop learning further.	<ul style="list-style-type: none"> <li>• Policies and action plans in place to ensure that oracy is embedded within our school.</li> <li>• Staff will have received focussed training in oracy which will be developed in incremental steps.</li> <li>• Learning walks will evidence pupils using talk to develop their learning</li> <li>• Evidence of pupils articulating their learning through their oracy skills</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £9,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of year 4, to be middle school ready.	<p>"Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils"-EEF guide to the Pupil premium</p> <p><a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2

<p>Developing staff subject knowledge, confidence, and skills to ensure quality first teaching is embedded through:</p> <ul style="list-style-type: none"> <li>• Weekly CPD sessions focusing on subject knowledge across the curriculum</li> <li>• INSET – establishing a lesson sequence for all subject areas; revisiting Quality first teaching components</li> <li>• HT/AHT to develop staff through CPD sessions on metacognition</li> <li>• Access to online pedagogical subscriptions (e.g. RWI, WalkThrus)</li> <li>• Middle leaders given time to prioritise continuing professional development (e.g. NPQ's) as well as ensure monitoring cycle is adhered to</li> <li>• Part of peer review cycle across schools to reflect and improve practice</li> <li>• The whole wide curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• SLT promote positive engagement and teaching strategies for PP pupils.</li> <li>• Headteacher tracks PP pupil progress and uses the monitoring cycle to ensure Quality first teaching is robust and meets need. Swift and timely intervention is signposted if needed to ensure sustained, rapid progress</li> </ul> <p>DfE standards for teachers' professional development implementation guidance- Sutton Trust (2011) Effective Teaching</p> <p>"Peer coaching could be one of the powerful tools for professional development. It allows teachers to improve their teaching practices by learning from peers and adopting self-reflection" - Liew Wai Yee Taylor's College Sri Hartamas, Malaysia (2016)</p> <p>"Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capabilities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job."- CfBT Education Trust; Rachel Lofthouse, David Leat, Carl Towler (2010)</p>	
<p>School focus on the effective deployment of TAs to maximise their impact on pupil progress and wellbeing, ensuring that those children in receipt of PP are given the tools they need to develop independence and to be able to self scaffold</p>	<p>"Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The average impact of the deployment of teaching assistant is about an additional four months' progress." <u>Making Best Use of Teaching Assistants   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which</p>	<p>1,2,4,5</p>



	<p>are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed"- EEF effective use of TAs (2018) <u>Making Best Use of Teaching Assistants   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
To ensure that pupils have the skills to articulate their learning through their oracy skills	<p><u>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation</u></p> <ul style="list-style-type: none"> <li>• As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is crucial that oracy is implemented at a whole-school level, throughout a variety of subject areas.</li> <li>• While the implementation of oracy in a variety of contexts is essential, differences in teaching methods and desired student outcomes can be observed from subject to subject. As such, oracy teaching must be adjusted depending on the context. There is, however, evidence to suggest that oracy can be used across many different subjects to increase student attainment and outcomes.</li> <li>• An EEF report from 2017 found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made two months' additional progress in English and science, and one additional month's progress in maths. This article will examine some of the research around talk in science, maths, English, and humanities teaching</li> </ul>	1,2,4,5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Speech and Language/Phonics sessions targeted at disadvantaged pupils who require further S&amp;L/Phonics support</p> <ul style="list-style-type: none"> <li>ensure that additional provisions they receive are appropriate and the staff running them have the necessary training and expertise required</li> </ul>	<p>A graduated response helps to recognise if this group of children and young people require selected or targeted support to meet their educational, emotional health and wellbeing needs in addition to the universal support already delivered by the school.</p>	1,4,5
<p>Provide high quality phonic and reading catch up for those not securing phonics through Quality first teaching by:</p> <ul style="list-style-type: none"> <li>Explicit, regular, enabling application into reading</li> <li>Additional daily reading sessions</li> <li>Catch up intervention</li> </ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement, and improved outcomes. The 1:1 programme support the skills of becoming a confident, fluent reader: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,4,5
<p>School focus on the effective deployment of TAs lined to the EEF recommendations,</p>	<p>“Teaching assistants can provide a large positive impact on learner outcomes, however, hoe they are deployed is key. The average impact</p>	1,2,3,4,5

including regular in-school CPD, intervention training	of the deployment of teaching assistant is about an additional four months' progress."- EEF (2018) <a href="#">Making Best Use of Teaching Assistants</a>   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance</u> <ul style="list-style-type: none"> <li>• Monitor the PA children on a weekly basis and ensure early contact when attendance drops below 97%.</li> <li>• Bespoke plans to be created to support attendance as needed.</li> <li>• Collaborate with the Dorset CC staff in termly team-around-the school attendance reviews.</li> <li>• SLT and admin weekly meetings</li> <li>• Attendance policy rewritten so clear for all stakeholders</li> <li>• Teachers support and challenge poor attendance early</li> <li>• HT lead for attendance to raise profile</li> </ul>	<p>Government document: Improving school attendance September 2022. <a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>It recommends an effective strategy:</p> <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Relationships and communication</li> <li>• Use of systems and data</li> <li>• Intervention</li> </ul>	3

<p><u>Growth mindset culture established, with a focus on metacognition</u></p> <ul style="list-style-type: none"> <li>Targeted pupils access growth mindset sessions</li> <li>Quality first teaching reinforces metacognitive thinking</li> <li>Explicit teaching of metacognitive strategies</li> <li>Teachers modelling own thinking to demonstrate metacognitive strategies</li> <li>Opportunities for pupils to reflect on and monitor their internal thinking processes, strengths and areas for improvement, and plan how to overcome current difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Metacognition improves progress by 7 months +</li> <li>Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</li> </ul> <p><u>Metacognition and Self-regulated Learning   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,4
<p>Offer extracurricular activities to support the development of social skills and enhance cultural capital</p>	<p>We believe extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes, for example achievement.</p> <p><u>Teaching and Learning Toolkit   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	4
<p>Support children with emotional and behavioural needs with a flexible approach to respond to children's individual needs; supporting them both in and out of class on a 1:1 or small groups basis</p> <p>Work alongside and support families by visiting them in their homes and</p>	<p>EEF +4mths progress. Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><u>Metacognition and Self-regulated Learning   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2,3,4,5

<p>offering/signposting parent advice. Employment of family support worker</p> <p>Whole staff CPD training to all staff on trauma informed schools. Work with PP children that may have experienced trauma</p> <p>Whole school staff CPD and implementation of the zones of regulation to ensure children develop the skill of identifying their emotions and tools to regulate</p>	<p>Professor Tamsin Ford (University of Exeter Medical School) states that "schools are our default line service in relation to mental health" (2018), In light of this, Henbury have selected members of the school to complete a practical skills-based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies. Our intent is to inform and empower school staff to respond effectively to vulnerable children and those who have suffered a trauma or have a mental health issue</p> <p>Zones of Regulation- <a href="#">The Zones of Regulation Research and Evidence</a></p>	
<p>Support the development of life skills through such activities as cookery, den building. The school have trained members of the school staff in forest school and offer a nurture group alongside class sessions for specific children</p>	<p>These approaches support a pupil's social and emotional needs (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships- <b>EEF</b></p>	4

**Total budgeted cost: £ 20,995**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcome**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- In Year 2, outcomes for pupils eligible for PPG were- Reading-100%; Writing – 100%; Maths – 100%
- Year 2 33% PP achieved phonics retake (N/A)
- Year 1 phonics outcomes for pupils eligible for PPG 100%, non PPG 88.5%
- GLD outcomes for pupils eligible for PPG 0%, non PPG 86%
- In Year 4, outcomes for pupils eligible for PPG were in Reading 100%, Writing 67% and Maths 66.6%
- Year 4 multiplication check outcomes for pupils with PPG 100%
- In Year 3, outcomes for pupils eligible for PPG were in Reading 100%, Writing 100% and Maths 100%
- In Year 1, outcomes for pupils eligible for PPG were in Reading 100%, Writing 33.3% and Maths 67%

#### **Attendance 2024-2025**

Attendance is above national, PP attendance is inline with Non PP. School continues to work with families to address the specific challenges to improved attendance as a result there has been an improvement as a result of multi agency working.

<b>Attendance overall Whole school</b>	<b>Persistent absence Whole school</b>
97%	3.4%

<b>Term</b>	<b>PP</b>	<b>Non PP</b>	<b>Difference</b>
<b>Autumn only</b>	96.7%	96.7%	0%
<b>Spring only</b>	96.9%	97%	-0.1%
<b>Summer only</b>	96.5%	96.8%	+ 0.3%

<b>Term</b>	<b>PP – Persistent absence</b>	<b>Non-PP – Persistent absence</b>
<b>Autumn only</b>	6.8%	5.1%
<b>Spring only</b>	13.3%	7.4%
<b>Summer only</b>	11.1%	7.6%

### **Hamwic Education Trust Comparison**

<b>Hamwic (Summer term)</b>	<b>Current Attendance</b>	<b>Persistent Absence</b>
<b>All</b>	93.3%	22.4%
<b>PP</b>	90.5%	30.4%

Persistent absence strategy was implemented and was successful.

All pupils eligible for FSM are provided with an opportunity to select an extra-curricular activities, only 1 pupil did not access this opportunity. School implemented a Forest school Nurture group which primarily focused on disadvantaged pupils, where this was offered all pupils accessed. All year 4 pupils are provided with an opportunity to take up a role of responsibility.

### **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*

<b>Programme</b>	<b>Provider</b>
PIRA and PUMA	NTS

### **Further information (optional)**

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