

Pupil premium strategy statement (2024-2027)

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	Henley C of E Primary School
Number of pupils in school	117 (2025-26)
Proportion (%) of pupil premium eligible pupils	35% (43/117)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	K Adcock
Pupil Premium Lead	K Adcock
Governor / Trustee lead	V Trevor

Funding overview

Detail	Amount (2023-2024)	Amount (2024-2025)	Amount (2025-2026)
Pupil premium funding allocation this academic year	£45,105	£47,977	£60,724
Recovery premium funding allocation this academic year	£4,495	n/a	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£3,621	£1,202
Total budget for this academic year	£56,365	£51,598	£61,926

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Henley, irrespective of their background or the challenges they face, make good progress and achieve across 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 high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

- Barriers to learning for our disadvantaged children are less support at home; attendance; social, emotional and mental health needs – more frequent behaviour difficulties; moderate learning difficulties, and difficulties accessing the curriculum in a whole class setting. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no one size fits all.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths, both at ARE and GD.
- ✓ 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.
- ✓ To ensure all of our children have a wealth of life experiences that they can draw upon in the classroom.

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
- When 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 the 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision that we consider making for this group include:

- Ensuring high-quality teaching for all of our children, where disadvantaged children receive high levels of support.
- All our work through the pupil premium 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
- Providing social and emotional support for children struggling.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Increased numbers of pupils with social emotional and mental health needs.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Teacher referrals for SEMH support have markedly increased since the pandemic.</p> <p>Currently 18% (21/116) of pupils in school require additional support with social and emotional needs, all are receiving small group or individual interventions. Of the group of 21, 10 are disadvantaged (47%)</p>																																								
2	<p>Internal assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Data for end of 2024-25</p> <p>Disadvantaged:</p> <table border="1"> <caption>Disadvantaged Pupils Attainment Data</caption> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading (40 pupils - Average: Just Below)</td> <td>43%</td> <td>13%</td> <td>33%</td> <td>13%</td> </tr> <tr> <td>Writing (40 pupils - Average: Just Below)</td> <td>45%</td> <td>8%</td> <td>45%</td> <td>2%</td> </tr> <tr> <td>Maths (40 pupils - Average: On-track)</td> <td>23%</td> <td>15%</td> <td>60%</td> <td>2%</td> </tr> </tbody> </table> <p>Non Disadvantaged:</p> <table border="1"> <caption>Non-Disadvantaged Pupils Attainment Data</caption> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading (68 pupils - Average: On-track)</td> <td>10%</td> <td>9%</td> <td>53%</td> <td>28%</td> </tr> <tr> <td>Writing (68 pupils - Average: On-track)</td> <td>13%</td> <td>12%</td> <td>72%</td> <td>3%</td> </tr> <tr> <td>Maths (68 pupils - Average: On-track)</td> <td>4%</td> <td>16%</td> <td>59%</td> <td>19%</td> </tr> </tbody> </table> <p>Non Disadvantaged:</p>	Subject	Well below	Just below	Expected	Above	Reading (40 pupils - Average: Just Below)	43%	13%	33%	13%	Writing (40 pupils - Average: Just Below)	45%	8%	45%	2%	Maths (40 pupils - Average: On-track)	23%	15%	60%	2%	Subject	Well below	Just below	Expected	Above	Reading (68 pupils - Average: On-track)	10%	9%	53%	28%	Writing (68 pupils - Average: On-track)	13%	12%	72%	3%	Maths (68 pupils - Average: On-track)	4%	16%	59%	19%
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3	<p>Attainment gap in children achieving greater depth particularly in writing and maths.</p> <p>Assessment data shows from end of 2024-25 year only 3% of disadvantaged children achieved GD in writing and maths</p> <p>Assessments, observations, and discussions with pupils indicate vocabulary gaps and a lack of flair for writing among many disadvantaged pupils. Not understanding SPAG</p>																																								

	terminology and not having the pace of writing have been identified. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
4	Limited life experiences and opportunities to join in enrichment opportunities due to poverty and lack of cultural capital. Through pupil and parent voice, many of our pupil premium children share a passion for music, drama, dance and experiences beyond the classroom.

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. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from Thrive profiles, student voice, student and parent surveys and teacher observations
2. Pupils make at least expected progress in maths and writing Increase overlearning and reinforcement in maths at home and school.	Gap will close in progress made between PP and non PP. Increase in mental maths for PP pupils
3. Increase in the number disadvantaged children achieving GD in writing and maths??	Percentage of disadvantaged GD writers and mathematicians increases Achieve national average for greater depth writing
4. For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Henley in Arden	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed by: <ul style="list-style-type: none"> Pupil premium children joining a club in the autumn term. If they don't attend in the autumn term, they will be prioritised in the spring and summer terms Paid enrichment opportunities to include trips and visits, music lessons, residential etc Children are able to learn a new skill or continue playing an instrument they had been learning. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £3352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Great teaching (QFT) is the most important lever that we have to improve outcomes for our pupils.</p> <ul style="list-style-type: none"> • Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and prompt verbal feedback. • To ensure children and staff recognise key knowledge to be retained. Knowledge Organisers for class texts and topics each half term • Children have appropriate vocabulary for their age and can access age appropriate texts with understanding. Vocabulary progression documents used in class and new vocabulary is explicitly taught • Memory retention strategies are taught in class • EYFS framework is embedded 	<p>The following documents have provided evidence for our improvement in QFT.</p> <ul style="list-style-type: none"> • Effective approaches for supporting great teaching is included in the EEF’s Teaching and Learning Toolkit. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) • Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net) • Effective Feedback Task Subject and Self-regulation Strategies.pdf (d2tic4wvo1iusb.cloudfront.net) • Teaching and learning / early years toolkit guide- National Tutoring Programme Tuition Partners: Year 1 (2020-21) Reflections on scaling interventions to create system change (d2tic4wvo1iusb.cloudfront.net) • Sutton Trust – quality first teaching has direct impact on student outcomes. • Rosenshein’s Principles <p>We also track every pupil’s progress review each child’s needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including: lesson observations, work in books, pupil interviews and questionnaires, parent and carer surveys,</p>	<p>2,3</p>

	attendance data and individual pupil target-setting data	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Subject leader release time to embed key elements of guidance in school and to access Maths resources and CPD (including Teaching for Mastery training and First4Maths).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2,3
<p>Engagement with External Behaviour Specialist (Beacon Behaviour Support) to provide in person staff CPD as well as access to online training.</p>	<p>EEF Evidence stated behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1
<p>1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	All areas
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Trauma and attachment training has taken place</p> <p>Thrive training for one TA to support SEMH needs across the school.</p> <p>SEMH register set up with targeted support from Thrive practitioners</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Home - The Thrive Approach to social and emotional wellbeing</p> <p>Maslow's Hierarchy of Needs Maslow's pyramid of needs – Association for Psychological Science – APS</p>	1
<p>Maths and English are high priority on school development plan and CPD plan.</p>	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 	2,3

Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	<ul style="list-style-type: none"> • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA2 appointed to support child with SEMH needs particularly in Y3/4 and Y 5/6	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance - Teaching and learning +4 and +5 months gained for individualised instruction and one to one support for a child with SEMH needs</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Teaching and learning +4 months for teaching assistant interventions</p>	1,4
Interventions used in school Nessy, Accelerated reader, Literacy tree, LBQ	<p>Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF’s Promising Projects list.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p> <p>EEF Digital Technology Guidance Report.pdf (ioe.ac.uk)</p> <p>EEF guide to pupil premium – targeted academic support Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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</p>	2,3

	<p>effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
Counselling and Play therapy for targeted pupils	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Home - The Thrive Approach to social and emotional wellbeing</p> <p>Maslow's Hierarchy of Needs Maslow's pyramid of needs – Association for Psychological Science – APS</p>	1

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

Budgeted cost: £12,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Family wellbeing facilitator has been appointed to our Resources Provision where 11/14 are disadvantaged.</p> <p>She is working with families where a level of support required.</p> <ul style="list-style-type: none"> • Home visits • Signposting for support • Attends Early Help, CIN, CP meetings • Family Thrive intervention support • Wellbeing support <p>(funded by school)</p>	<p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement- Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing</p>	1

	early intervention from home school link worker.	
<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p> <ul style="list-style-type: none"> • Parent Thrive training to support parents 	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	1
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into curriculum • Reduction in cost of trips for PP • Residential trip cost is reduced for PP • Sports events promoted to PP are encouraged to attendance • All KS1 and EYFS classes continue with Forest school. • Peripatetic instrumental lessons purchased • After school clubs costs purchased 	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t a factor for families, they almost always want their children to experience these</p> <p>Parent Power 2018 - Sutton Trust - How parents use financial and cultural resources to boost their children’s chances of success (2018)</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural</p>	4

	<p>capital, particularly for disadvantaged pupils.</p> <p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) EEF – sports participation increases educational engagement and attainment.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £61,926

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

Below details the impact that our pupil premium activity has had on the PP pupils in the 2024-2025 academic year.

The number of children in school with the number who are reported on this data is 33 PP (Summer 2025).

Tillman Lodge, a Specialist Resource Provision has 13 children in it. We currently have 11 boys and 1 girl in the provision. 10/12 are PP and are included in the numbers above.

The Pupil Premium funding has been used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. Henley C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Investing in Thrive as a whole school has been a huge part of this academic year, with two trained Thrive practitioners in the main school and four in Tillman Lodge.

The pupil premium has also been used for pastoral support and enrichment activities such as swimming lessons, music tuition and social and emotional support. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance

Barriers to learning for our PP children:

Many of the eligible pupils have a range of barriers to learning, these include:

- Attendance
- Social, emotional and mental health needs
- Early help needs
- Moderate learning difficulties
- Accessing the curriculum in a whole class setting

Following pupil interviews and questionnaire, the children also require:

- Access to resources to help them to learn, e.g. books for reading, spelling and maths.
- Support with home learning
- Additional experiences of varying extra curricular activities
- Increase experience of school trips and experiences.

Through the analysis of data the following areas were identified:

- Accelerated progress is required for pupils in these key areas.

SEMH

An area of need that we are finding more and more PP children need is social emotional support. We have embedded the Thrive approach across school and a considerable amount of funding has been used to launch this. Thrive screening three times a year identifies where the children are at in terms of their social and emotional development. Where children are below where they should be a personalised plan is put in

place. In May 2025, 13 children were identified as needing extra social and emotional support in school from our school Thrive leads on a regular basis and a group of children need Thrive check -ins daily.

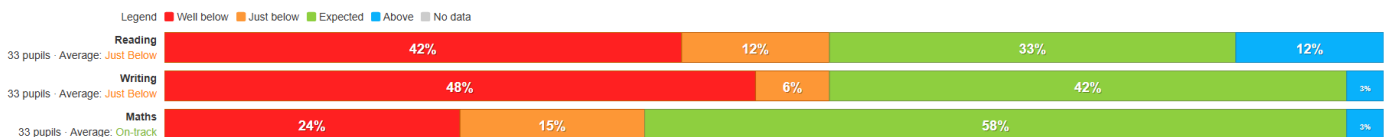
The 12 children in Tillman Lodge all receive Thrive Support from the trained Thrive leads in Tillman Lodge, as well as weekly counselling from a play therapist. One -to-one sessions are also held once/ twice a week to support the child with situations that they are finding difficult. A common language is used throughout the school to tackle situations and to pre-empt situations.

Parents attended Thrive Parent sessions run by one of our Thrive leads in Tillman Lodge. The feedback from the parent group was positive in terms of how they could support their children at home with Thrive type strategies and language. Feedback from parent and pupil questionnaires is positive.

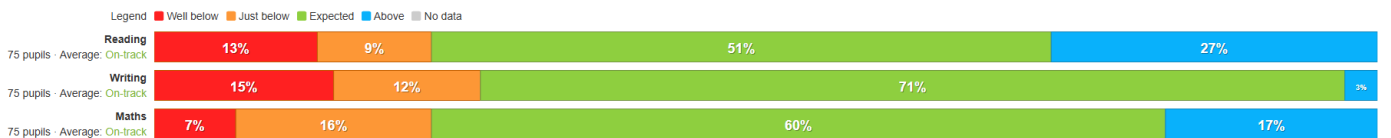
The PP children will be consulted again in September 2025 to see how best we can support them and to highlight any further barriers to learning.

Attainment

PP Pupils

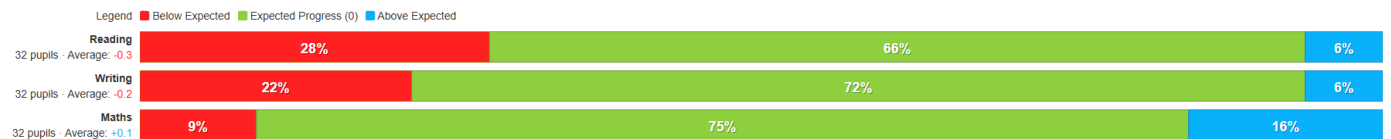


Non PP pupils

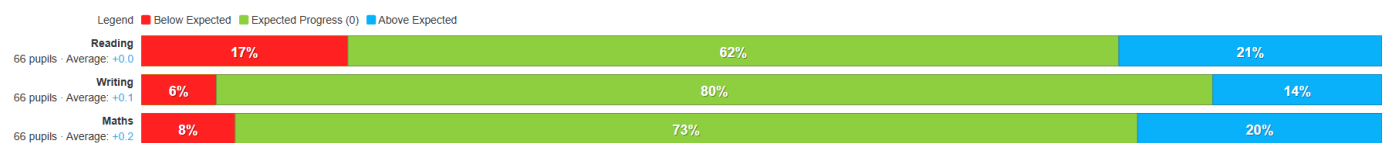


Progress

PP Pupils



Non PP Pupils

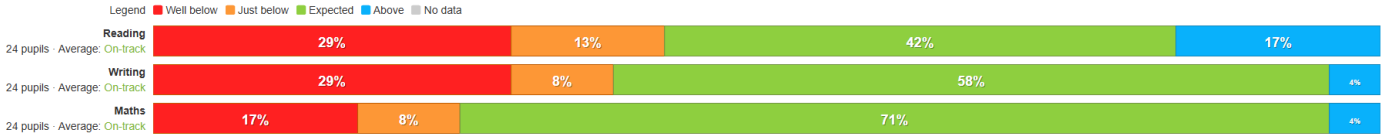


Greater Depth Writing and Maths

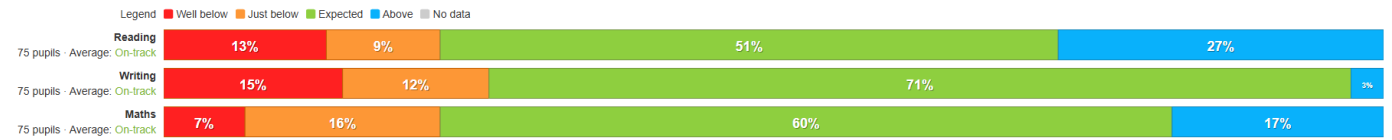
PP Inc Tillman Lodge



PP Not including Tillman Lodge



Non PP Inc Tillman Lodge



Non PP not including Tillman Lodge

