

# Pupil premium strategy statement Homerswood Primary and Nursery School December 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mica Kettle Headteacher
Pupil premium lead	Bec Fitts Deputy Headteacher
Governor / Trustee lead	Evi Katsapi-White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,145

# Part A: Pupil premium strategy plan

## Statement of intent

At Homerswood Primary and Nursery School, we are committed to ensuring that every pupil, regardless of their background, prior attainment, or financial circumstances, has access to the highest quality of education and opportunities to thrive. Our Pupil Premium strategy is designed to reduce educational disadvantage by addressing both academic progress and broader barriers to learning, which can affect the outcome of pupils eligible for Pupil Premium funding.

We recognise that disadvantage is not a fixed or singular experience, and as such, our strategy is responsive to the diverse and changing needs of our pupils. We use a tiered approach that balances high-quality teaching, targeted academic support, and wider strategies to promote wellbeing, engagement, and enrichment. Our approach is evidence-informed, strategic, and aligned with our school's wider improvement priorities.

Our intent is to:

- Raise the attainment and progress of disadvantaged pupils to be in line with or exceeding that of their peers.
- Provide targeted academic support to close gaps in learning.
- Address wider barriers to success, such as attendance, mental health, and engagement.
- Promote equity by ensuring all pupils have access to opportunities, enrichment, and support systems.

## Key Principles

### 1. High-Quality Teaching First

We prioritise excellent teaching across all classrooms, recognising that high-quality teaching has the greatest impact on disadvantaged pupils. We invest in continuous professional development to ensure our teaching is inclusive, responsive, and evidence-based.

### 2. Evidence-Informed Practice

We draw on national and international research (including EEF guidance) to select and evaluate interventions that have proven impact, ensuring that every strategy is purposeful, measurable, and sustainable.

### 3. Targeted Support

Academic and pastoral support is tailored to individual needs, using robust diagnostic assessment and regular monitoring to inform responsive and timely intervention.

### 4. Addressing Wider Needs

We recognise that barriers to learning extend beyond the classroom. Our strategy includes a strong focus on attendance, wellbeing, and behaviour, and on removing practical barriers to learning such as access to resources, uniform, and enrichment.

### 5. Inclusive Ethos and High Expectations

We foster a culture of high expectations, ambition and belonging, ensuring that disadvantaged pupils are fully included in the life of the school and encouraged to participate, lead, and excel.

### 6. Accountability and Impact

We rigorously track the impact of Pupil Premium spending through data

analysis, qualitative feedback, and strategic review. Leaders, governors, and staff are all accountable for ensuring funding is used effectively and equitably.

#### 7. **Sustained Improvement Over Time**

Our strategy is long-term and focused on building capacity for sustained improvement. We avoid short-term fixes and instead invest in initiatives that will have lasting impact on pupils' learning and life chances.

We rigorously monitor the impact of our Pupil Premium funding to ensure it is used effectively and equitably. Our aim is not only to narrow gaps in attainment and progress but to enable every disadvantaged pupil to leave our school with the knowledge, skills, and confidence to succeed in life.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Writing outcomes:</b> All pupils improve their vocabulary and use of precise language, further strengthening their writing. All pupils to be fully engaged in writing across a range of genres, with interesting and varied stimuli.
2	<b>Maths Fluency/Reasoning skills:</b> All pupils improve their mathematical fluency and develop their abilities to access reasoning skills. Children need to be able to apply skills to approach these type of questions successfully.
3	<b>Enrichment Opportunities:</b> All pupils to access to a wide range of enrichment opportunities, which will develop creativity and support communication skills. These will include class trips, residential trips in Year 2, 4 and 6. As well as regular attendance at local sporting events and local area trips.
4	<b>Attendance:</b> Our attendance data indicates that persistence absence for our disadvantaged pupils represented 43% of the 12.5% whole school percentage. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<b>SEND and Pupil Premium:</b> There is a cross-over between SEND and pupil premium grant eligibility, a total of 15%. It is important to improve staff confidence and knowledge through CPD to help support these children to achieve their best outcomes.

## 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
<b>1) Improved Writing outcomes for disadvantaged pupils at the end of KS2</b>	<ul style="list-style-type: none"> <li>• End of KS2 outcomes to be 72+% to achieve ARE or more, in line with Hertfordshire and National averages from July 2025</li> <li>• Targeted support (PM Interventions/Tutoring) throughout KS2 to support individuals.</li> <li>• Additional Staff (HLTA) across three mornings to support English teaching and learning.</li> <li>• Embedded Little Wandle phonics scheme in EYFS and KS1, leading to good phonics screening outcomes for all pupils.</li> <li>• Where phonics knowledge is not secure in KS1, there will be a measured impact of Rapid Catch up interventions and the application of knowledge across a range of writing.</li> </ul>
<b>2) Improved Maths attainment for disadvantaged pupils at the end of KS2.</b>	<ul style="list-style-type: none"> <li>• At year 6 KS2 SATS 76+ % achieve ARE or more, in line with Hertfordshire average from July 2025</li> <li>• Targeted support (PM Interventions) throughout KS2 to support end of Year outcomes.</li> <li>• Additional Staff (HLTA) across three mornings to support Maths teaching.</li> <li>• Daily Teaching of Maths Fluency sessions in KS2 and Mastering Number Sessions in KS1 and EYFS.</li> </ul>
<b>3) Continued access to a wide range of clubs and enrichment opportunities.</b>	<p><i>We will continue to expand opportunities for enriching experiences through our 'Pathway' (Cultural Capital) by making our extra-curricular programme equally accessible.</i></p> <ul style="list-style-type: none"> <li>• This includes offering subsidised trips and activities to ensure that no pupil is unfairly disadvantaged.</li> <li>• This also includes providing a range of extra-curricular activities that are appealing to all pupils and their personal interests.</li> </ul>
<b>4) Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	<p><i>Sustained high attendance demonstrated by:</i></p> <ul style="list-style-type: none"> <li>• The overall persistent absence rate for all pupils being no more than 8% and the persistence absence for disadvantaged pupils being reduced by to below 20% of the whole school percentage.</li> </ul>

5) Pupils with SEND needs in addition to PPG eligibility are well supported.	<ul style="list-style-type: none"> <li>• Staff confidence is increased as outlined by staff questionnaire feedback.</li> <li>• Staff continue to adapt provision to meet individual needs and ensure equitable access across the curriculum.</li> <li>• Pupils show a growth in their knowledge, emotional regulation and resilience as evidenced through termly SEND meetings, Year Group Review meetings and APDR plans.</li> </ul>
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## 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: £35,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Focussed CPD:</b> to further develop and upskill teaching staff's knowledge and skills <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• Local Moderation</li> <li>• TA meetings</li> <li>• Targeted CPD</li> <li>• Local area curriculum cluster meetings</li> </ul>	<p>Teaching staff need considerable knowledge across the curriculum, which needs to be developed and supported throughout their careers.</p> <p><a href="#">Pedagogical Knowledge and the Changing Nature of the Teaching Profession   OECD</a></p>	1, 2, 4 and 5
<b>Regular and adequate subject leader release time:</b> to improve outcomes for disadvantaged pupils (English and Math Leaders)	<p>Protected leadership time for English and Maths leaders to regularly moderate, team-teach and deliver interventions where appropriate.</p> <p><a href="#">Implementation Leads - Improving Maths and English outcomes effectively - Eastern Opportunity Areas Hub</a></p>	1, 2 and 5
<b>Staffing:</b> Inclusion Manager appointed in addition to SENCo to support teachers in delivering personalised curriculum with adaptations. As well as supporting Teaching Assistant in their role as SEN support.	<p>Providing support for staff, enables them to make reasonable adjustments to support pupils. Individualised support and instruction can be an effective approach to increasing pupil attainment.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	1, 2, 4 and 5

<b>Training in SEND adaptations</b>	<p>Needs of current pupils and their range of needs, highlights the need for further training.</p> <p>Training in trauma informed and attachment awareness, ASD ADHD and adaptive practices.</p> <p>Research supported by the EEF shows that well-structured professional development can help improve teaching effectiveness, which is the most significant school-based factor in improving outcomes for disadvantaged pupils.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	<b>5</b>
<b>Mentoring and coaching for teaching staff</b> <ul style="list-style-type: none"> <li>• Termly SEND meetings – facilitated by Inclusion Manager and SENDco</li> <li>• Termly Year Group Review Meetings, facilitated by Headteacher, Deputy Head, SENDco, Inclusion Manager and Teaching Team</li> </ul>	<p>Evidence shows that mentoring and coaching can be an important source to support teachers and to enhance their ongoing development.</p> <p>Whilst the below is specifically linked to ECT teachers, the principles apply to support ongoing CPD. For example support for behaviour for learning, effective use of working walls, adaptations etc.</p> <p><a href="#">Four things we've learned about supporting early career teachers   EEF</a></p>	<b>1, 2, 3, 4 and 5</b>

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

Budgeted cost: £15,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those working below the expected standard.</p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>	<b>1, 2, 4 and 5</b>

Teaching Assistant Interventions, including but not limited to; Conferencing, Phonics (rapid catch up), Maths (general) and specific to times tables recall.	Teaching assistant interventions to support writing (Conferencing and Phonics) and Maths (misconceptions from the daily lesson and targeted times table recall). <a href="#">Teaching Assistant Interventions   EEF</a>	<b>1, 2, 4 and 5</b>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy fund to support the cost of educational visits, residentials, music lessons, and extracurricular activities for pupils eligible for Pupil Premium. This could include access to wrap around care (Breakfast and After School Club).	All pupils, regardless of financial circumstance, will have equitable access to enrichment opportunities that enhance academic engagement, wellbeing, and personal development. <a href="#">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</a>	<b>All</b>
Regular Meetings and Professional discussion with curriculum and inclusion team to ensure that enrichment opportunities are actively promoted and accessible to all pupils.	Ensure disadvantaged pupils benefit from the same breadth of enrichment experiences as their peers, fostering curiosity, resilience, and wider learning. <a href="#">Education in England: Annual Report 2020 - Education Policy Institute</a>	<b>3 and 4</b>
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Research shows that a proactive, tiered, school-wide system that emphasises positive reinforcement, skill-building and therapeutic culture can reduce problem behaviours and improve social/emotional outcomes. <a href="#">Behaviour interventions   EEF</a>	<b>3 and 4</b>
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example free or discounted access to Wrap Around Care.	<b>All</b>

**Total budgeted cost: £65,145**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b>Good Progress from starting points:</b> All pupils make consistent strong progress from their individual starting points and baseline assessments</p>	<p>Pupils build securely on prior learning and demonstrate clear progress over time, regardless of their background or starting point. Baseline data is used effectively to inform teaching, set ambitious yet realistic targets, and track individual development.</p> <p>Disadvantaged and vulnerable pupils make steady progress from their starting points, ensuring that gaps are ever closing. Evidence of progress is visible in books, assessments, and classroom engagement, and is, for the most part, reflected in end-of-year outcomes.</p>
<p><b>Improved learning outcomes for pupils:</b> Enabling pupils to achieve their full potential.</p>	<p>Pupils make sustained progress across the curriculum, with attainment improving year-on-year. Disadvantaged pupils and those with additional needs achieve outcomes in line with, or exceeding, national expectations.</p> <p>Gaps in attainment narrow over time, and all pupils leave each key stage well-prepared for the next phase of their education. Success is measured not only by academic results, but also by the development of confident, resilient, and independent learners.</p>
<p><b>Robust Assessment programme:</b> All teachers have a full understanding of the pupils in their class and plan how to address their needs subsequently</p>	<p>Assessment is used effectively and purposefully across the school to inform teaching and improve outcomes. Teachers know their pupils well, including those who are disadvantaged or have additional needs, and adapt planning accordingly.</p> <p>Gaps in learning are identified early and addressed through timely, tailored support. As a result, pupils make sustained progress, and assessment drives continuous improvement in both teaching and learning.</p>
<p><b>Improved access to a wider range of clubs and enrichment opportunities:</b> All children are given access to extra-curricular and enriching opportunities as part of a wider school provision.</p>	<p>Some disadvantaged pupils participated in a range of clubs and enrichment activities during last academic year at Homerswood. A total of 36% attended a club between January and July 2025. Barriers, such as financial constraints were removed and this coupled with the wide variety of clubs offered, appealed too many of our disadvantaged pupils.</p> <p>All disadvantaged pupils access class specific enrichment opportunities and in Years 2, 4 and 6. 84% of pupil premium children accessed residential trips. As such, the vast majority of disadvantaged pupils had access to enrichment opportunities that enhanced social skills, cultural awareness and personal development, contributing to improved overall wellbeing.</p>
<p><b>QFT:</b> All teachers deliver quality first teaching and make the right adaptations to the curriculum to ensure all children can access the learning, including liaising with support staff.</p>	<p>Quality First Teaching is established across the school, with teachers and support staff effectively adapting their practice to meet diverse needs within the classroom. Disadvantaged pupils make good progress because lessons are accessible, engaging, and well-supported. Teaching is consistently inclusive, and support staff are effectively deployed to reinforce learning. Pupil outcomes are improving and all learners have the support they need to achieve their potential.</p> <p>Teaching teams meet regularly (termly) to discuss outcomes for pupils during Year Group Review meetings. Senior leaders (Headteacher, Deputy Headteacher) and the Inclusion Team (SENDco and the Inclusion Manager) support teaching staff with these reviews. Impact of interventions are monitored and adapted to meet the needs of individuals identified. In addition to these, teaching teams meet the SENDco and Inclusion Manager termly to review individual APDR (assess, plan, do, review) plans.</p>



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider