



Handale Primary School Pupil Premium Strategy Statement 2024-2025

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	Handale Primary School
Number of pupils in school	185 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	83
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	To be reviewed July 2025
Statement authorised by	Mrs Nicola Padgett Headteacher
Pupil premium lead	Mrs Rio Farrier Deputy Headteacher
Governor / Trustee lead	Mrs Mary Hall Lead for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,200
Service funding	£680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£96,880



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. First Quality teaching is the heart of our approach, with a specific focus on areas in which disadvantaged pupils require the most support. We believe this has the biggest impact on the development of the child and closing the disadvantage gap and at the same time will benefit the non-disadvantaged in school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, attendance and punctuality issues, a lack of confidence and low self-esteem. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size that fits all.'

Our ultimate objectives are:

- ✓ To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils, both in school and nationally through quality first teaching and increased opportunities for reinforcement of learning at home.
- ✓ 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 (including quality first teaching) meet the needs of all pupils.
- Use of termly data analysis to identify children falling behind.
- 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.
- Ensuring that disadvantaged pupils have access to a range of interventions in school to meet their SEND needs, identified on EHCPs and IPM (Individual Provision Maps).
- Pupil premium funding will be allocated carefully 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.



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- Providing an effective pastoral support service for both pupils and parents, identified through school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school closing the gap between themselves and non-disadvantaged pupils and enabling them to experience the full learning experience we offer at Handale Primary.
- Identified targeted children on provision maps and intervention impact sheets.
- Pupil progress meetings to discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.

Achieving these objectives:

- Ensuring all teaching in school is at least good ensuring that the quality of teaching experienced by all children is exceptional.
- Providing teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Allocate a Teaching Assistant to each Year Group (classes over 20) – providing small group work focussed on overcoming gaps in learning, delivering catch up and same day interventions (rapid response).
- All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Provide opportunities for all pupils to participate in the full range of enrichment activities on offer after school
- Supporting payment for activities, educational visits and residentials if needed. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Provide appropriate support to pupils so as to ensure their social, emotional development and protect their wellbeing and mental maths.
- Pupil progress meetings and actions including interventions included.
- Pupil voice will highlight that children are enjoying school and are attending clubs and using our breakfast club offer.
- Provide proactive support to vulnerable families including involvement of external support agencies as necessary.

Challenges

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

Challenge number	Detail of challenge
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1	Outcomes and progress of pupils are significantly affected by their SEND and home life. A significant percentage of population live in some of the most deprived areas in the country.
2	A high % of children enter nursery below the age-related expectations. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Leading to underdeveloped language skills and vocabulary gaps.
3	Through our observations and conversations with pupils and their families, we have identified social and emotional challenges affecting some students, particularly a lack of enrichment opportunities during the school closures. These difficulties are especially pronounced for disadvantaged pupils and have had an impact on their academic attainment. We have also seen a rise in the number of disadvantaged children with emotional needs.
4	Our attendance for children who are PP but also have other factors which can add to the complexities and add to barriers for learning e.g. SEND, medical conditions, social worker, mental health
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language and phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.
6	Pupils have limited life skills and cultural experiences beyond their home life and the immediate community. Lack of support from home due to parent's academic ability and confidence.

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
Improved self-esteem and support for SEMH issues and learning resilience of disadvantaged pupils will lead to increased attendance and engagement and to expected and better rates of progress Role of family support lead to be refined	Children needing additional SEMH support will be identified early Positive partnerships will be developed with families of these children Support agencies will support children in understanding emotions and effective ways to support Disadvantaged pupils in receipt of SEMH support will have measurably improved out. This will be monitored and evaluated by the Family Support Officer in school through case studies and the effectiveness of them.
To ensure that pupil premium pupils with additional barriers such as	To ensure that pupils make progress to achieve individual targets that have been set



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<p>SEND make at least the expected progress in relation to their individual needs</p>	<p>The percentage of pupil premium children with additional barriers who make accelerated progress will increase</p> <p>To increase the percentage of pupil premium children who are on track in each year group</p>
<p>Pupils make at least expected progress in reading, writing and maths.</p>	<p>Gap will close in progress made between PP and non-PP.</p> <p>Achieve national average progress scores in Reading, Writing and Maths.</p> <p>Disadvantaged pupils will make good or outstanding progress or learn in line with their peers.</p> <p>The vast majority of disadvantaged children will make at least the expected progress across the curriculum</p> <p>Disadvantaged pupils will make at least expected progress in RWM.</p>
<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</p>	<p>As their SEND needs are being addressed, PP pupils will make expected progress or exceed their targets set in Reading, Writing & Maths.’</p> <p>Oracy Curriculum will underpin the support for speech and language – Disadvantaged pupils will make expected progress or better in reading as the language will be understood.</p> <p>School will participate in the PINs project supporting parents and staff in accessing and providing the best possible education.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Accreditation as a mentally healthy school - embed practice. - Headstart • Clear pathways of support and outcomes.
<p>Vulnerable pupils and families are well supported.</p>	<p>SLT and Mrs Tully support vulnerable pupils so that children feel safe and happy at school. They indicate that they enjoy school. Behaviour and attitudes are good.</p> <p>Parents are sign posted to agencies which will ease any difficulties which may arise.</p> <p>The Bungalow Project targets any vulnerable pupils who might need the extra support and intervention.</p>
<p>Improve life and cultural experiences.</p>	<p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.</p> <p>The percentage of disadvantaged pupils who attend extra-curricular clubs will remain at least in line with previous year</p>



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	<p>Percentage of disadvantaged children who attend more than one club will increase from previous year</p> <p>Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers</p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.</p>
PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance will be no less than National %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • To close the gap with PP and SEND needs by 0.5% and nonPP and non SEND. • To close the gap between disadvantage children persistent absence 17.8% and whole school persistent absence 9% by reducing pupil premium persistent absence

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: £ 47,658

Activity	Evidence that supports this approach	Challenge number (s) addressed
TA support in YR, Y1, Y2, Y3, Y4 and Y6	<p>High quality focus groups focused on feedback from lessons and to be delivered in Maths and English sessions by teaching assistants to ensure gaps are filled before moving on in lessons.</p> <p>Feedback – low cost high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Small group tuition – low cost medium impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,5



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<p>CPD</p> <p>Ensure all teachers and TAs receive high quality CPD in relation to developing evidence-based teaching strategies and pedagogy. For example, development of the outdoor curriculum.</p>	<p>EEF rating: High impact</p> <p>Moderate cost. High evidence base.</p> <p>Evidence suggests that the impact is greater for more vulnerable students and the older learners and those in a wilderness setting and studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>1,2,6,7</p>
<p>Continue to build on use of Little Wandle Phonics with continued support and training for teachers and TAs and further resources to secure stronger phonics teaching for all pupils and to support development of early reading</p>	<p>There is a wealth of evidence demonstrating that phonics programmes and interventions are highly effective in improving student outcomes at a relatively low cost. Research from England indicates that pupils eligible for free school meals often experience similar or slightly greater benefits from phonics interventions, likely due to the explicit nature of the instruction and the intensive support provided. Some disadvantaged pupils may struggle to develop phonological awareness at the same pace as their peers, possibly because they have had fewer opportunities to hear words spoken or be read to at home. As a result, targeted phonics interventions can help these pupils improve their decoding skills more quickly, overcoming some of the barriers they face to learning.</p> <p>The Education Endowment Foundation (EEF) also aligns with the principles set out in the Reading Framework, emphasizing that phonics teaching should be explicit, systematic, and tailored to each pupil’s current skill level—all of which are principles that Little Wandle Phonics effectively supports.</p> <p>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.</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence based DFE https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Reflects the exact practice that our school aspires towards.</p>	<p>1,2,3,6</p>



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<p>Continue to build on the maths curriculum newly introduced in school and ensure there is training available for teachers and TAs to further support and secure learning outcomes. Rapid interventions will support in narrowing gaps in learning.</p>	<p>https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/web-00553-05_UU_A4_Report_v7.pdf</p>	<p>1,2,3,6</p>
<p>Vocabulary development</p>	<p>EEF supports oral language development interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,6</p>
<p>Improve the quality of social and emotional (SEL) learning. (PSHCE)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour and relationships and improved academic performance.)</p> <p>EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221</p>	<p>4</p>

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

Budgeted cost: £23, 033.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths is high priority on school development plan. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified teachers deliver targeted support. 	<p>1,3,5,6</p>



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<ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>By revealing gaps in student achievement and service provision, data can be used to identify those groups that are being underserved and are underperforming. Once identified, such inequities can be addressed, therefore these meetings are invaluable in the process of identifying needs.</p> <p>Evidence suggests that tracking pupils can support in identifying factors that can influence learning outcomes.</p> <p>https://learningportal.iiep.unesco.org/en/issue-briefs/monitor-learning/using-data-to-improve-the-quality-of-education</p>	
<p>Purchase web-based programs to be used in school at home, targeting specific needs of individuals</p>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p>	<p>1,3,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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 effective when delivered as regular daily sessions over the year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	<p>1,2, 5</p>
<ul style="list-style-type: none"> • HLTA delivers interventions 0.4 days a week to pupils identified as in need. • TA’s deliver interventions 0.5 days a week to pupils identified as in need. • Rapid Response takes place every day to plug gaps in learning or to secure the learning each day 	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialists lead CPD sessions with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>1,2</p>



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	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
<p>To continue to use the Little Wandle oracy document to stimulate language development within the Nursery setting.</p> <p>Education Development Trust Training Early Years: Building on Success-Little Learners</p>	<p>The average impact of Oral language interventions is approximately an additional six months progress over the course of the year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2,6

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

Budgeted cost: £26, 188.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Full time Family Support Worker • Register of families and level of support required. • PP families receive a call off FSW when there are concerns or worries and offers of support. • Monitoring different groups within PP to further support and direct to professionals for support to overcome some of the barriers. • Home visits • Signposting for support • HT/FSW attends TAF, CIN, CP meetings • HT to meet with all new parents to ensure a full picture of the family and the history are obtained to 	<p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</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</p> <p>FSW – Mrs Tully</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2,3



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<p>ensure the correct support is put in place.</p> <ul style="list-style-type: none"> • Bungalow Project to support vulnerable children and families. 		
<ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures. • Office staff phones families at 9.30am if pupil not in school and offers support. • FSW and HT will pick up child from home if required. • FSW works closely with attendance officer from LA, pupils below 96% are identified and protocols followed. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Set expectations with parents regarding attendance, along with schools, governors and LA.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting attendance EEF www.educationendowmentfoundation.org.uk</p>	4
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into curriculum planning • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP • Sports events /afterschool clubs promoted to PP are encouraged to attend • Outdoor learning encouraged 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</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>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	3,6



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<ul style="list-style-type: none"> • Service children 	<p>Provide cultural capital experiences through a range of wider opportunities on offer.</p> <p>Wellbeing support will be offered as the need arises, alongside support from the family support officer in school.</p>	6
<ul style="list-style-type: none"> • Bungalow Project for wellbeing continue pastoral care/support 	<p>EEF – Wellbeing</p> <p>The EEF states that ‘Improvements appear more likely when social and emotional approaches are embedded into routine educational practised and supported by professional development and training for staff.</p>	2,6
<ul style="list-style-type: none"> • Attendance at before/after school clubs and booster classes. 	<p>The EEF states ‘The evidence indicates that, on average, pupils make two additional months progress per year from extended school time and particular through the targeted use of before and after school programmes. There is some evidence that suggests disadvantaged pupils benefit more, making closer to three months additional progress</p>	1,3,4,6
<ul style="list-style-type: none"> • Early identification of PP in EY with parental support in place 	<p>EEF report states that ‘on average, early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.</p> <p>Working with Parents to Support Children's Learning - EEF</p> <p>www.educationendowmentfoundation.org.uk</p>	2,3

Total budgeted cost: £96, 880



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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 2020 to 2023 academic year.

Aim	Outcomes
<p>All underachieving children will be identified and addressed through assessment for learning strategies within lessons. Their needs will be addressed through marking and feedback and follow up interventions.</p>	<p>We achieved:</p> <p>Same day intervention target gaps in learning from previous lessons – linked to basic skills in English and Maths. Provision Maps are updated termly and interventions were recorded.</p> <p>Pupil progress meetings highlight progress pupils were making and identified net steps.</p> <p>Tutoring Programme was used effectively with Year 1, Year 3 and Year 6 pupils in reading (2020-2022)</p> <p>Pre-teaching interventions provide opportunities to rehearse skills in advance.</p> <p>All vulnerable children offered a place during national lockdown January to March 8th.</p> <p>Higher involvement with parents during lockdown.</p> <p>Impact of the NTP</p>
<p>Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.</p>	<p>We achieved:</p> <p>FSW (Mrs Tully) works effectively with families and targeted individuals.</p> <p>Edukit surveys were completed, analysed and support was put in place.</p> <p>Daily PSHE sessions took place during the school day after returning from the Spring Term lockdown.</p> <p>Teachers identified pupils who needed early intervention.</p> <p>In Summer 2023, the PSHCE curriculum was redesigned to include the character curriculum and an updated progression of skills and knowledge.</p>
<p>Year 1 pupils with low starting points in social and emotional development, physical development, phonics/reading and maths to be well supported to make strong progress.</p>	<p>We achieved:</p> <p>Phonics progress is strong throughout Reception and Year 1 and interventions are delivered effectively by the Reception and Year 1 teachers and teaching assistants.</p> <p>Pupils were identified on provision maps.</p> <p>Daily phonic catch up sessions are completed after assessments have been completed and data is thoroughly scrutinised and presented to teachers on a heatmap.</p> <p>interventions take place daily.</p> <p>CPD for staff on how to deliver successful interventions.</p> <p>Our new maths scheme has been introduced to ensure that all pupils are given the opportunity to succeed – this has had a positive impact on attainment and progress.</p>



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<p>The teacher and teaching assistant will have to work effectively together to ensure the correct support and provision is provided.</p>	<p>We achieved:</p> <p>Strong relationships are maintained between teachers and teaching assistants to support the needs of identified pupils. Interventions are planned carefully and focused on the gaps in pupils knowledge.</p> <p>Rapid Response is completed daily.</p>
<p>Provide the right support for disadvantaged pupils who are completing remote learning at home. Provide enough support for pupils to continue learning at home daily if there is a bubble closure or another lockdown.</p>	<p>We achieved:</p> <p>We changed the way we delivered home learning during the second lockdown and this was proven to be successful. Teachers taught daily on zoom and video lessons were provided to support the children throughout their timetable during the school day. Learning at home matched the learning that would have been completed in school. Vulnerable pupils were invited into school. HT and FSW worked effectively to monitor attendance and complete home visits.</p>
<p>Bungalow Project – Targeting specific needs to improve social and emotional barriers</p>	<p>We achieved:</p> <p>This is very successful throughout the school and targeted children work 1:1 with the therapist to target needs. Feedback and communication is positive between pupils, school and parents.</p>
<p>Resourcing and selecting a new Phonics Programme</p>	<p>We achieved:</p> <p>We bought into Little Wandle phonics scheme (Revised Letters and Sounds). All staff received training and all resources were bought. A Little Wandle action plan was created to show how the programme would be implemented into our school from September 2022.</p> <p>The programme is having a positive impact on our attainment in phonics.</p>
<p>Improve Progress and Attainment for disadvantaged children.</p>	<p>We achieved:</p> <p>Boosters and catch up sessions are delivered by teachers and were a huge success impacting on pupils achievements.</p>



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Data 2021 2022

Phonics Data

School Disadvantaged vs TSDC - Phonics Screening 2018-2022 - Three Year Average

LINGFIELD Handale Primary		2018			2019			2022			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	18	16	34	17	12	29	11	13	24	46	41	87
School Dis Cohort	School Dis	7	3	10	10	7	17	4	5	9	21	15	36
	SEN	3	0	3	3	1	4	2	0	2	8	1	9
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	1	0	1	0	1	1	0	0	0	1	1	2
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	71.4%	66.7%	70.0%	70.0%	57.1%	64.7%	75.0%	100.0%	88.9%	71.4%	73.3%	72.2%
	TSDC Avg. Other	83%	90%	87%	83%	89%	86%	79%	86%	82%	82%	89%	85%
	GAP School Dis vs Nat Other	-11.8%	-23.5%	-16.6%	-13.4%	-32.0%	-21.5%	-3.8%	14.4%	6.8%	-10.7%	-15.3%	-13.1%
	TSDC Avg. All Pupils	80%	88%	84%	79%	86%	82%	72%	80%	76%	77%	85%	81%
	TSDC Avg. Disadvantage	71%	80%	75%	67%	77%	72%	59%	69%	64%	66%	76%	71%

Key Stage 1 Data

PERFORMANCE DATA		2022		
		Boys	Girls	Total
No. of pupils	All	13	12	25
School Dis Cohort	PP	8	5	13
	SEN	2	5	7
	EAL	0	0	0
	LAC	0	0	0
READING TA	School Disadvantage	100.0%	40.0%	76.9%
	TSDC Avg. Other	69.6%	76.3%	72.9%
	GAP School Dis vs TSDC Avg. Other	30.4%	-36.3%	4.0%
	TSDC Avg. All Pupils	62.4%	69.4%	65.8%
	TSDC Avg. Dis	49.8%	56.5%	53.0%
WRITING TA	School Disadvantage	100.0%	20.0%	69.2%
	TSDC Avg. Other	59.2%	71.4%	65.2%
	GAP School Dis vs TSDC Avg. Other	40.8%	-51.4%	4.1%
	TSDC Avg. All Pupils	51.3%	63.5%	57.2%
	TSDC Avg. Dis	37.3%	48.7%	42.7%
MATHS TA	School Disadvantage	87.5%	20.0%	61.5%
	TSDC Avg. Other	74.6%	74.4%	74.5%
	GAP School Dis vs TSDC Avg. Other	12.9%	-54.4%	-13.0%
	TSDC Avg. All Pupils	67.5%	67.1%	67.3%
	TSDC Avg. Dis	55.1%	53.5%	54.3%

THE SCHOOL DATA COMPANY

School Disadvantaged against TSDC Avg.

READING TA: % expected standard or greater depth. School Dis: 77%, TSDC Other: 73%, TSDC All: 66%, TSDC Dis: 53%.

WRITING TA: % expected standard or greater depth. School Dis: 69%, TSDC Other: 65%, TSDC All: 57%, TSDC Dis: 43%.

MATHS TA: % expected standard or greater depth. School Dis: 62%, TSDC Other: 75%, TSDC All: 67%, TSDC Dis: 54%.

Disadvantaged children in Key Stage 2 will perform in line with or above the national average.

Reading – Disadvantaged children performed better than TSDC national average.

GPS – Disadvantaged children performed slightly lower the TSDC national average.

Writing – Disadvantaged pupils performed slightly lower than TSDC national average.



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Maths – Disadvantaged pupils didn't perform as well in Maths. Only 62% of disadvantaged pupils achieved the expected standard compared to 81% (TSDC national average).


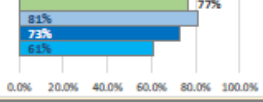
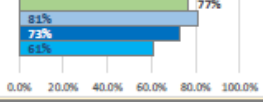
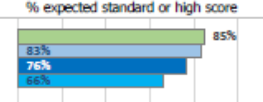
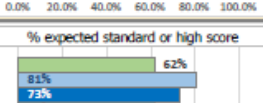
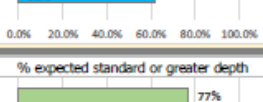
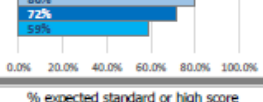
RWM combined – This was significantly lower than the average of disadvantaged pupils (TSDS national average)

The data shows us that our pupils are still not performing in line with national by the end of KS2.

Key Stage 2

Disadvantage Analysis (vs TSDC Average)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2022			 THE SCHOOL DATA COMPANY School Disadvantaged against TSDC Avg.
No. of pupils		Boys	Girls	Total	
School	Disadvantage	15	13	28	
Disadvantaged pupils characteristics:	SEN	2	0	2	
	EAL	0	0	0	
	LAC	0	0	0	
GPS* TEST	School Dis	50.0%	100.0%	76.9%	
	TSDC Avg. Other	78.1%	83.7%	80.8%	
	GAP School Dis vs TSDC Avg. Other	-28.1%	16.3%	-3.9%	
	TSDC Avg. All	69.5%	76.6%	73.0%	
	TSDC Avg. Dis	55.9%	65.9%	60.8%	
READING TEST	School Dis	66.7%	100.0%	84.6%	
	TSDC Avg. Other	79.8%	86.9%	83.2%	
	GAP School Dis vs TSDC Avg. Other	-13.1%	13.1%	1.4%	
	TSDC Avg. All	72.2%	80.8%	76.4%	
	TSDC Avg. Dis	60.3%	71.4%	65.8%	
MATHS TEST	School Dis	50.0%	71.4%	61.5%	
	TSDC Avg. Other	82.1%	79.5%	80.8%	
	GAP School Dis vs TSDC Avg. Other	-32.1%	-8.1%	-19.3%	
	TSDC Avg. All	74.3%	72.2%	73.3%	
	TSDC Avg. Dis	61.8%	61.0%	61.4%	
WRITING TA	School Dis	50.0%	100.0%	76.9%	
	TSDC Avg. Other	74.7%	85.2%	79.8%	
	GAP School Dis vs TSDC Avg. Other	-24.7%	14.8%	-2.9%	
	TSDC Avg. All	65.5%	78.2%	71.8%	
	TSDC Avg. Dis	50.8%	67.6%	59.2%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	33.3%	71.4%	53.8%	
	TSDC Avg. Other	66.8%	73.5%	70.1%	
	GAP School Dis vs TSDC Avg. Other	-33.5%	-2.1%	-16.2%	
	TSDC Avg. All	56.8%	65.2%	60.9%	
	TSDC Avg. Dis	40.7%	52.5%	46.6%	



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Data 2022 2023

Summer Term Data Analysis

End of Key Stage 2 Results 2023

ATTAINMENT Groups	Year	EXPECTED STANDARD																
		ALL PUPILS																
		No.	RWM Comb		Reading			Writing			Maths							
ALL PUPILS	2023	SCHOOL	35	71%	NATIONAL	59%	SCHOOL	83%	NATIONAL	73%	SCHOOL	77%	NATIONAL	71%	SCHOOL	74%	NATIONAL	73%
	2022	SCHOOL	28	57%	NATIONAL	59%	SCHOOL	86%	NATIONAL	75%	SCHOOL	82%	NATIONAL	69%	SCHOOL	68%	NATIONAL	71%
	2019	SCHOOL	26	81%	NATIONAL	65%	SCHOOL	100%	NATIONAL	73%	SCHOOL	92%	NATIONAL	78%	SCHOOL	85%	NATIONAL	79%
Pupil Premium	2023	SCHOOL	12	50%	NATIONAL	44%	SCHOOL	75%	NATIONAL	60%	SCHOOL	58%	NATIONAL	58%	SCHOOL	58%	NATIONAL	59%
	2022	SCHOOL	13	54%	NATIONAL	43%	SCHOOL	85%	NATIONAL	62%	SCHOOL	77%	NATIONAL	55%	SCHOOL	62%	NATIONAL	56%
	2019	SCHOOL	11	73%	NATIONAL	51%	SCHOOL	100%	NATIONAL	62%	SCHOOL	82%	NATIONAL	68%	SCHOOL	82%	NATIONAL	67%
Non Pupil Premium (Other)	2023	SCHOOL	23	83%	NATIONAL	66%	SCHOOL	87%	NATIONAL	78%	SCHOOL	87%	NATIONAL	77%	SCHOOL	83%	NATIONAL	79%
	2022	SCHOOL	15	60%	NATIONAL	66%	SCHOOL	87%	NATIONAL	80%	SCHOOL	87%	NATIONAL	75%	SCHOOL	73%	NATIONAL	78%
	2019	SCHOOL	15	87%	NATIONAL	71%	SCHOOL	100%	NATIONAL	78%	SCHOOL	100%	NATIONAL	83%	SCHOOL	87%	NATIONAL	84%

Strengths

- Pupil Premium pupils performed above the national average in Reading.
- Pupil Premium pupils performed in line with the national average in Writing and Maths.
- Pupil Premium pupils performed better than national other.

Areas to Consider

- Pupil premium pupils didn't perform as well as in previous years. In 2023, we had a high percentage of pupils who were Pupil Premium and SEND and were receiving targeted provision in our Small Learning Community.
- Consider how we can further support disadvantaged pupils in writing and Maths to enable them to perform in line with national other.

2023 EYFS Reception School Disadvantaged vs National 'Other' (Not Disadvantaged)

11% of pupils were disadvantaged-2pupils (1boysand1girls).

100% of Disadvantaged pupils achieved the GLD.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally

2023 Y1 Phonics School Disadvantaged vs National 'Other' (NotDisadvantaged)

36% of pupils are Disadvantaged-5 pupils (4 boys and 1 girls).

80% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.



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Therefore, there is an achievement gap of 4%.

National Disadvantaged is 71%.

The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. Over the last three years 74% of disadvantaged pupils (23/31) have achieved the expected standard.

2023 KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged-10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 2%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 78% of disadvantaged pupils (29/37) have achieved the expected standard or above.

2023 KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 55%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 73% of disadvantaged pupils (27/37) have achieved the expected standard or above.

2023 KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 70% of disadvantaged pupils (26/37) have achieved the expected standard or above.

2023 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 51%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Over the last three years 58% of disadvantaged pupils (21/36) have achieved the expected standard or above.

Areas to Develop

- Monitor the progress of pupil premium children in the next Year 6 cohort.
- Consider which children are SEND and look at the data without these children. 5 of the pupil premium children were part of our small learning community with specific learning needs.



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2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 86% of disadvantaged pupils (31/36) have achieved the expected standard or above.