



# Headcorn Primary School

## 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	Headcorn Primary School
Number of pupils in school	<b>Sept 2024: 395</b> <b>Sept 2025: 404</b> Sept 2026:
Proportion (%) of pupil premium eligible pupils	<b>Sept 2024: 27.6%</b> <b>Sept 2025: 31.1%</b> Sept 2026:
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024 – 2025</b> <b>2025 – 2026</b> 2026 – 2027
Date this statement was first published	December 2024
Date on which it will be reviewed	<b>December 2025</b> <b>December 2026</b> December 2027
Statement authorised by	Sarah Symonds (Head Teacher) Alison Monk (Governor)
Pupil Premium Lead	Rebecca Daniel (SENCO)
Governor Lead	Alison Monk (Governor)

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£127 280
Pupil premium funding carried forward from previous years	£0
Post & CLA Pupils	£5594.92
Service Pupils	£1919.15
Total budget for this academic year	£134 794.07
Predicted spend on Free School Meals	£37181
Total remaining budget for this academic year	£97 613.07

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

*In this report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).*

Our aim is to use Pupil Premium Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- speech and language: improving pupil's speech and language through professional support and staff training;
- behaviours for learning: developing their behaviour for learning;
- Trauma-informed schools: understanding and adapting provision to support children with ACEs
- aspirations and engagement: expanding pupils' aspirations and engagement with their learning and extra-curricular opportunities;
- social, emotional and mental health and wellbeing to enable access to learning;
- attendance: working with parents and carers to decrease unauthorised and persistent absence.

Our approach will be responsive to both common challenges and our pupils' individual needs, routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

At Headcorn Primary School, our core expectation is that all pupils, irrespective of background or the challenges they face, become strong communicators and readers, confident writers, and capable mathematicians. These essential skills will enable them to learn effectively across the curriculum, broaden their horizons, and become interested and interesting citizens.

The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective, we will:

- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point need is identified, ensuring timely support in reading, writing, and numeracy.
- Ensure disadvantaged pupils are challenged in the work they are set and provided with opportunities to extend their learning across all core subjects.
- Ensure that expectations of staff and parents for disadvantaged pupils are raised and that the pupils themselves engage and recognise their potential to achieve more.

Through these principles, we aim to ensure that every child, regardless of their starting point, is equipped with the social and emotional, literacy and numeracy skills needed to succeed in school and beyond.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are closely linked to the priorities on our School Improvement Plan.

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped speech production, expressive and receptive language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments upon entry to Reception class demonstrate that 100% of our disadvantaged pupils arrived below age-related expectations compared to 82% of others. This academic year (25/26) is one of our lowest cohorts regarding age-related expectations upon entry.</p> <p>For the academic year 24-25 the whole cohort had a pass rate for GLD of 89.7%. 25% of disadvantaged children had a pass rate for their GLD compared to a 94.4% pass rate for all other children.</p>
2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Year 1 Phonics check and Year 2 Phonics check retake impacting on their development as readers.</p> <p>Assessments show that 43.8% of our disadvantaged pupils in Year 1 achieve age-related expectations in Phonics Screening compared to 81.1% of others at the end of 2024 – 2025.</p> <p>Assessments show that 25% of our disadvantaged pupils in Year 2 retakes achieve age-related expectations in Phonics Screening compared to 33.3% of others at the end of 2024 – 2025.</p>
3	<p>Our assessments, observations and discussions have identified social and emotional/self-confidence difficulties for some disadvantaged pupils.</p> <p>Within our school, 12% pupils are identified as needing additional support with social emotional needs, with 67 currently receiving a targeted Nurture intervention.</p>
4	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present, 50% of our disadvantaged children are in the “persistent absenteeism” category.</p> <p>Our in-school attendance gap for our Pupil Premium pupils is 5.9% for the academic year 2024 – 2025. (Whole School was 93.5%, Disadvantaged was 87.6%)</p>
5	<p>Internal and external assessments show some disadvantaged pupils attain less well in the KS2 Maths SATs impacting on their development as mathematicians.</p> <p>Assessments show that 20.0% of our disadvantaged pupils in Year 6 achieve age-related expectations in KS2 SATs compared to 75.6% of others at the end of 2024 – 2025.</p>

## 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 speech production, expressive and receptive language and vocabulary gaps for disadvantaged pupils	<p>Teacher assessment of pupil's speech and language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school.</p> <p>Language Link: Pupils identified as having moderate SLCN will make progress from their starting point through following the recommended programme.</p> <p>Independent SALTs assessment: Pupils to be meeting their targets and discharged from intervention.</p>
All disadvantaged pupils leave Headcorn Primary School as strong readers, confident writers, and capable mathematicians	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 30% to no more than 15%.</p> <p>Pupils are assessed against the national standard using Read, Write, Inc., Small Step Trackers and NFER tests which will inform next steps.</p> <p>End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 20% at Headcorn.</p>
Improved attendance for disadvantaged pupils through engagement with TIS UK (Trauma-informed schools)	The target for attendance for disadvantaged pupils is at least 95% each half term.
Improved internal and external assessment results through improved attendance and engagement	Statutory assessment and internal tests (e.g., spelling, maths fluency, NFER) show an ambition for disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our own ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 15% at Headcorn.
Improved pupil engagement in learning, positive trends in behaviour and a decrease in suspensions through engagement with TIS UK (Trauma-informed schools)	<p>For the academic year 24-25 we had 35 suspensions. Of these 35 suspensions, 91% were disadvantaged pupils. Analysis showed that the trend was that most suspensions happened at the start of each term following a holiday break.</p> <p>The target for the academic year 25/26 is that the trend changes as a result of TIS UK approaches and there are significantly less or ideally no suspensions following a holiday break.</p>
The school community will have higher expectations of and aspirations for disadvantaged pupils	<p>See above regarding improved internal and external assessment results.</p> <p>Encourage engagement by disadvantaged pupils with extra-curricular clubs and activities.</p>

## Activity in this Academic Year

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

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

Budgeted cost: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Monitoring for a more consistent teaching delivery across RWI groups, providing coaching and mentoring for RWI Group Leaders</b></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting new teaching staff who have not used Read Write Inc. (RWI) before.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>Success Indicators:</b> Success will be evident through greater consistency and accuracy in RWI teaching across all groups, reflected in well-paced lessons, clear modelling, and effective use of RWI routines. Group Leaders will demonstrate increased confidence and skill in delivering phonics and supporting their teams. New staff will show rapid improvements in practice, with fewer errors in delivery and stronger lesson structure. Pupils will make more secure and sustained progress in reading, with assessment data showing improved phonics outcomes and smoother movement through the RWI stages. Regular learning walks, coaching feedback, and pupil book looks will all show a more cohesive, high-quality approach to early reading instruction.</p>	1, 2
<p><b>Maintaining the impact of Precision Teaching as part of a whole school intervention through regular monitoring and training</b></p> <p>This will include professional development, instructional coaching. There will be a sharp focus on supporting less confident teaching staff.</p>	<p><a href="https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers">https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers</a></p> <p><b>Success Indicators:</b> Success will be evident through the sustained and consistent implementation of Precision Teaching across the school, supported by regular monitoring, professional development and instructional coaching. Less confident staff will demonstrate increased confidence and effectiveness, leading to improved quality of delivery. As a result, Pupil Premium pupils will make accelerated progress in targeted areas, transfer key skills into classroom learning, and attainment gaps will continue to close.</p>	1, 2, 5
<p><b>Monitoring the impact of VIPERS Reading Scheme across KS2: Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/ Summarising</b></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.</p>	<p><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> <p><i>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise</i></p> <p><b>Success Indicators:</b> Success will be evident through improved consistency and quality of VIPERS reading instruction across KS2, supported by regular monitoring, professional development, instructional coaching and targeted teacher release time alongside external expertise. Less confident staff will demonstrate increased confidence and effective use of VIPERS strategies, leading to improved reading</p>	1, 2

	comprehension outcomes for Pupil Premium pupils across all VIPERS strands. As a result, Pupil Premium pupils will make accelerated progress in reading, apply comprehension skills independently, and gaps in attainment will continue to close.	
<p><b>Ensuring consistency and quality of teaching of early Reading and Phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge</b></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise for our English hub. There will be a sharp focus on supporting less confident teaching staff.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><b>Success Indicators:</b>  Success will be evident through consistent, high-quality teaching of early reading and phonics across the school, supported by professional development, instructional coaching, and teacher release time with external expertise from our English Hub. Less confident staff will demonstrate increased confidence and effectiveness in delivering phonics, ensuring lessons are systematic and matched to pupils' developing skills. As a result, Pupil Premium pupils will make accelerated progress in early reading, apply decoding and phonics knowledge confidently, and gaps in reading attainment will continue to close.</p>	1, 2
<p><b>Ensuring consistency and quality of teaching of early Maths and number skills</b></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise for our Maths hub. There will be a sharp focus on supporting less confident teaching staff.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF-Developmental-Progressions-Poster-1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF-Developmental-Progressions-Poster-1.0.pdf</a></p> <p><b>Success Indicators:</b>  Success will be evident through consistent, high-quality teaching of early Maths and number skills across the school, supported by professional development, instructional coaching, and teacher release time with external expertise from our Maths Hub. Less confident staff will demonstrate increased confidence and effectiveness in delivering maths lessons that are engaging and appropriately pitched. As a result, Pupil Premium pupils will make accelerated progress in number and early Maths skills, develop confidence in applying mathematical concepts, and gaps in attainment will continue to close.</p>	5
<p><b>Maintaining the impact of Zones of Regulation, Nurture UK, Hamish &amp; Milo and TIS UK principles approach across the whole school through regular monitoring and training</b></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from Trauma-informed Schools team.</p>	<p><a href="https://zonesofregulation.com/research/">https://zonesofregulation.com/research/</a>  <a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a>  <a href="https://hamishandmilo.org/theoretical-context/">https://hamishandmilo.org/theoretical-context/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions-social-and-emotional-learning</a>  <a href="https://www.trauma-informed.uk/our-impact">https://www.trauma-informed.uk/our-impact</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><b>Success Indicators:</b>  Success will be evident through the consistent and effective implementation of Zones of Regulation, Nurture UK, Hamish &amp; Milo, and TIS UK principles across the school, supported by regular monitoring, professional development, instructional coaching, and teacher release time with external expertise from the Trauma-Informed Schools team. Staff will demonstrate increased confidence and skill in applying these approaches to support pupils' social, emotional, and mental health needs. As a result, Pupil Premium pupils will experience improved wellbeing, develop strategies to manage emotions and behaviour, and engagement and readiness to learn will be enhanced, contributing to closing attainment gaps.</p>	3, 4

## Targeted Academic Support

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs / teachers appointed to work with small groups of disadvantaged pupils across KS1 and KS2</p>	<p><i>'Additional small group support can be effectively targeted at pupils from disadvantaged background, and should be considered as part of a school's pupil premium strategy.'</i> (EEF T &amp; L Toolkit, July 2021)</p> <p><b>Success Indicators:</b> Success will be evident through the targeted deployment of TAs and teachers working with small groups of disadvantaged pupils across KS1 and KS2, leading to more focused, personalised support. Staff will demonstrate increased effectiveness in identifying and addressing learning gaps, adapting teaching to meet pupils' individual needs. As a result, Pupil Premium pupils will make accelerated progress, achieve improved attainment in key areas, and gaps between disadvantaged pupils and their peers will continue to close.</p>	<p>1, 2, 3, 4, 5</p>
<p>Employment of Independent Speech and Language Therapist for 1 x day, fortnightly</p>	<p><a href="https://www.medicalnewstoday.com/articles/speech-therapy">https://www.medicalnewstoday.com/articles/speech-therapy</a> <a href="https://www.rcslt.org/">https://www.rcslt.org/</a></p> <p>An increased number of children starting school with poor levels of speech and language, NHS Balance system in place, Early identification is key</p> <p><b>Success Indicators:</b> Success will be evident through the regular support of an independent Speech and Language Therapist, employed for one day every fortnight, enabling targeted assessment and intervention for pupils with speech, language, and communication needs. Staff will demonstrate increased confidence in implementing strategies recommended by the therapist and embedding them within classroom practice. As a result, Pupil Premium pupils will make accelerated progress in speech, language, and communication skills, improving their access to the curriculum and supporting overall attainment and engagement.</p>	<p>1, 2</p>
<p>Use of Zones of Regulation: Metacognition and self-regulation mentoring, class and group work</p>	<p><i>'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaboration groups so that learners can support each other and make their thinking explicit through discussion.'</i> (EEF T&amp;L Toolkit, July 2021)</p> <p><a href="https://zonesofregulation.com/learn-more-about-the-zones.html">https://zonesofregulation.com/learn-more-about-the-zones.html</a></p> <p><b>Success Indicators:</b> Success will be evident through the consistent use of Zones of Regulation approaches, including metacognition and self-regulation mentoring, class teaching, and group work. Staff will demonstrate increased confidence and skill in supporting pupils to recognise and manage their emotions and behaviour. As a result, Pupil Premium pupils will develop stronger self-regulation and coping strategies, improve engagement and readiness to learn, and experience enhanced social, emotional, and academic outcomes, contributing to closing attainment gaps.</p>	<p>1, 2, 3, 4, 5</p>
<p>Use of Speech Link and Language Link</p>	<p><a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a></p> <p><b>Success Indicators:</b> Success will be evident through the systematic use of Speech Link and Language Link assessments to identify and address pupils' speech, language, and communication needs. Staff will demonstrate increased confidence in interpreting assessment data and implementing targeted interventions. As a result, Pupil Premium pupils will make accelerated</p>	<p>1, 2</p>

	progress in speech, language, and communication skills, improving their access to the curriculum, participation in class activities, and overall attainment.	
Use of LUCID/LASS GL Assessments	<a href="https://www.gl-assessment.co.uk/case-studies/">https://www.gl-assessment.co.uk/case-studies/</a> <b>Success Indicators:</b> Success will be evident through the effective use of LUCID and LASS GL assessments to identify pupils' literacy and learning needs, including reading, spelling, and comprehension. Staff will demonstrate increased confidence in interpreting assessment results and planning targeted interventions based on the findings. As a result, Pupil Premium pupils will make accelerated progress in literacy, closing gaps with their peers, and improve their confidence and engagement in learning across the curriculum.	2, 3
Timetabling of TA / HLTA small group tuition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-addition.pdf">https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-addition.pdf</a> <b>Success Indicators:</b> Success will be evident through the strategic timetabling of TAs and HLTAs to deliver small group tuition, ensuring targeted support for pupils with identified learning needs. Staff will demonstrate increased effectiveness in planning and delivering focused, personalised interventions. As a result, Pupil Premium pupils will make accelerated progress in key areas, develop greater confidence in their learning, and attainment gaps with their peers will continue to close.	2, 5

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

Budgeted cost: £32 613.07

Activity	Evidence that supports this approach	Challenge number (s) addressed
Whole School implementation of Trauma-informed Schools Approaches	<a href="https://www.trauma-informed.uk/home/evidence-base">https://www.trauma-informed.uk/home/evidence-base</a> <a href="https://www.trauma-informed.uk/our-impact">https://www.trauma-informed.uk/our-impact</a> <b>Success Indicators:</b> Success will be evident through the whole-school implementation of Trauma-Informed Schools approaches, with staff demonstrating increased understanding and consistent application of trauma-informed strategies in classrooms and across the school environment. As a result, Pupil Premium pupils will experience improved wellbeing, greater engagement in learning, and enhanced social and emotional skills, supporting progress and helping to close attainment gaps.	1, 2, 3, 4, 5
Application of the programme 'Hamish & Milo' to support our Nurture provision	<a href="https://hamishandmilo.org/evidence-based-semh-programme/">https://hamishandmilo.org/evidence-based-semh-programme/</a> In collaboration with the University of Bath and supported by over two years of qualitative data the research demonstrates how Hamish & Milo schools are seeing real change in children's peer relationships, emotional regulation, self-confidence and social and emotional literacy skills. There is a significant positive influence on educational engagement and reduction of emotional school-based avoidance, anxiety and challenging behaviours. A recent quasi-experimental mixed-methods research study on the effectiveness of the Hamish & Milo SEMH Wellbeing Intervention Programme showed that after participating in the programme the following significant positive outcomes were reported by school staff, children and parents.	1, 2, 3, 4, 5

	<p><b>Success Indicators:</b> Success will be evident through the effective application of the 'Hamish &amp; Milo' programme within our Nurture provision, with staff demonstrating increased confidence and consistency in delivering targeted social, emotional, and wellbeing support. As a result, Pupil Premium pupils will develop stronger emotional regulation, improved social skills, and greater engagement in learning, supporting positive outcomes and helping to close attainment and wellbeing gaps.</p>	
Appointment of a Behaviour Mentor TA to support children with a high level of SEMH and behaviour needs and upskill and coach TAs	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1733397396">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1733397396</a></p> <p><b>Success Indicators:</b> Success will be evident through the appointment of a Behaviour Mentor TA, who will provide targeted support for pupils with high levels of social, emotional, and mental health (SEMH) and behaviour needs, while also coaching and upskilling other TAs. Staff will demonstrate increased confidence and effectiveness in managing behaviour and supporting pupils' emotional regulation. As a result, Pupil Premium pupils will show improved behaviour, engagement, and readiness to learn, leading to enhanced learning outcomes and a reduction in attainment gaps.</p>	1, 2, 3, 4, 5
Outdoor Play & Learning (OPAL) as a programme to support whole school and cohort free play times	<p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p> <p><b>Success Indicators:</b> Success will be evident through the implementation of the OPAL (Outdoor Play &amp; Learning) programme, enhancing the quality and consistency of whole-school and cohort free play times. Staff will demonstrate increased confidence in facilitating structured and unstructured outdoor learning opportunities that promote social, emotional, and physical development. As a result, Pupil Premium pupils will show improved social skills, confidence, and engagement in learning, supporting overall wellbeing and helping to close attainment and participation gaps.</p>	3, 4
Development of a Forest School Provision for Outdoor Learning but also to support children who struggle within a typical classroom environment	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p><b>Success Indicators:</b> Success will be evident through the development of a Forest School provision, providing targeted outdoor learning experiences and alternative learning environments for pupils who find a typical classroom setting challenging. Staff will demonstrate increased confidence in delivering Forest School sessions that promote engagement, independence, and wellbeing. As a result, Pupil Premium pupils will show improved social, emotional, and behavioural skills, greater confidence and resilience, and enhanced readiness to learn, supporting progress and helping to close attainment gaps.</p>	3, 4

<p>Ensure all disadvantaged children have full access to enrichment activities</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><b>Success Indicators:</b>            Success will be evident through all disadvantaged pupils having full access to a wide range of enrichment activities, including clubs, trips, and cultural experiences. Staff will actively monitor participation and remove barriers to engagement, ensuring equitable opportunities for all. As a result, Pupil Premium pupils will develop broader skills, confidence, and aspirations, experience increased engagement and motivation in learning, and benefit from enhanced social and cultural capital, supporting overall progress and attainment.</p>	<p>3, 4</p>
<p>Free or subsidised School Uniform, meals, snacks, Wraparound Care for key pupils and families who need support with attendance and punctuality</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p> <p><i>‘Supporting disadvantaged families and Pupil Premium Pupils to ensure their basic needs are met will ensure the foundation is in place to allow for learning to take place.’ (Maslow’s Hierarchy of Need)</i></p> <p><b>Success Indicators:</b>            Success will be evident through the provision of free or subsidised school uniform, meals, snacks, and wraparound care for key pupils and families, removing barriers to attendance and punctuality. Staff will monitor uptake and engagement, ensuring targeted support reaches those who need it most. As a result, Pupil Premium pupils will attend school more consistently and punctually, be better prepared and ready to learn, and demonstrate improved engagement and progress, helping to close attainment gaps.</p>	<p>3, 4</p>
<p>Contingency Fund for acute issues that may occur across the academic year eg increased need for financial support for families</p>	<p>Resources set aside for needs not yet identified. Our experience tells us that this is important to be able to be responsive.</p> <p><b>Success Indicators:</b>            Success will be evident through the effective use of a contingency fund to respond to acute issues as they arise, including increased financial support for families facing unexpected challenges. Staff will identify and address needs promptly, ensuring that support is targeted and timely. As a result, Pupil Premium pupils will remain engaged, attend school consistently, and be able to access learning and enrichment opportunities without disruption, supporting progress, wellbeing, and the closing of attainment gaps.</p>	<p>ALL</p>

**Total budgeted cost: £97 613.07**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

**Academic Data** : Our approach for the 2024-25 academic year was focused in two different ways. The first focus was around improving our nurture provision and well-being support for children here at Headcorn Primary School. This focus has had excellent outcomes and we've seen large amounts of children supported brilliantly through our nurture provision, OPAL and the 'soft start' to school that enables them to access learning in the classroom. Our second focus has been around extending more focussed support provision for our children through additional intervention, adult support and programmes available to close the gap between our disadvantaged and other pupils. We are seeing an improvement in our disadvantaged pupil attainment in some cohorts with an increased focus on those cohorts where the progress towards this goal is slower.

#### July 2025 Data for EYFS GLD: Good Level of Development

All Pupils	89.67%
Disadvantaged Pupils	25%
Other Pupils	94.4%

#### July 2025 Data for Phonics Screening Y1

All Pupils	71.0%
Disadvantaged Pupils	43.8%
Other Pupils	81.1%

#### July 2025 Data for Phonics Screening Y2

All Pupils	31.0%
Disadvantaged Pupils	25%
Other Pupils	33.3%

#### July 2025 Data for Year 6 / End of KS2 SATs

	Expected +	Greater Depth
<b>Reading</b>	<b>76.4%</b>	<b>30.9%</b>
Disadvantaged	60%	0%
<b>Writing</b>	<b>72.7%</b>	<b>14.5%</b>
Disadvantaged	40%	0%
<b>Maths</b>	<b>65.5%</b>	<b>21.8%</b>
Disadvantaged	20%	10%
<b>Combined RWM</b>	<b>61.8%</b>	<b>10.9%</b>
Disadvantaged	20%	0%

## Attendance Data

Data for 2024-25 shows that the attendance of disadvantaged pupils continues to fall short of the school's target of 95% in most year groups. Promoting good attendance of our disadvantaged pupils remains a focus.

July 2025	%
Whole School	93.5%
Disadvantaged	87.6%

## Monitoring Activities

The Pupil Premium Strategy was monitored three times across 2024 – 2025 and progress relating to each planned activity was evaluated. Due to the original strategy being a three-year plan, the majority of targets and planned activities have remained the same. The Pupil Premium Strategy for 2025 – 2026 will be reviewed at three points in the year: January, April and July.

**Speech and Language Focus:** Communication and Interaction remains the highest area of identified need. In 2024/25, we continued to employ an Independent Speech and Language Therapist (SALT) for one day per week. During the previous academic year, seven new referrals were made, and 14 children were discharged: five had successfully met their targets, five transitioned to secondary school, and four relocated. This academic year, our NHS Link Therapist has changed; although they now support fewer schools, capacity remains limited. Due to funding changes and the introduction of 'Communities of Schools', Independent SALT provision has been reduced to one day every two weeks. Despite this, the service continues to provide vital early intervention for children who do not meet NHS thresholds or would otherwise face significant delays. The Independent Therapist also plays a crucial role in supplying evidence for referrals and statutory assessments, which NHS services are not always able to complete within required timeframes, directly impacting pupils.

To further support learning in class, we bought into Speech Link, Infant and Junior Language Link (an assessment tool to identify and support children with mild to moderate SLCN (speech, language and communication needs) and Widgit Online (which creates visual, communication and learning supports).

**Wellbeing Focus:** In response to continuing growth of social and emotional needs across the school, we have two dedicated, full-time Nurture Practitioners / FLOs who are overseen by our SENCO. Between the three of them they have received training via ELSA, Thrive and Nurture UK and are currently exploring the implementation of a Trauma Informed School approach. We have also welcomed a qualified play therapist to our Nurture team who has worked with 10 children. She bridges the gap between barriers which prevent children accessing mainstream education and participating in a fulfilled home life (which are often linked). This provision was reactive to the growing need, especially following the full reopening of the school after the first lockdown. This included setting up a bespoke Nurture area to assist individual and group support. This provision was well received by both staff and parents/carers with much positive feedback. This year, we had 67 children access the provision across the year. 32 children were in receipt of Mylo & Hamish directed sessions and 15 children receiving bespoke nurture sessions. 20 children receiving ELSA sessions, 30 in receipt of an 'Excuse Me Card' who attend the provision in some form although not necessarily every day. One child currently meets a FLO for breakfast and 6 children currently have soft starts. A soft start means they start their day in the nurture room. In addition we have children using the Oasis Space to de-escalate once a child feels hijacked and needs a cooling off period to re-regulate. 14 children continue to receive 'light touch' contact or sessions following graduation from

the programme with improved engagement in class and increased access of their learning. We use a range of assessments such as the Boxall Profile, SDQ's and questionnaires from our Hamish and Milo scheme, to enable us to assess and plan to meet SEMH needs across the school. The Hamish and Milo scheme was purchased to support the planning and implementation of small group interventions, as well as providing us with assessment tools which provide clear data, enabling us to evaluate the effectiveness of the interventions.

**Attendance:** Our FLO works in partnership with the Attendance Officer to ensure pupils attendance improves. End of Year attendance was 87.6% for our disadvantaged pupils compared to 93.5% for the whole school.

**Reading and Spelling Focus:** Children not able to engage with spellings that met age-related expectations were provided with Read Write Inc Phonics sessions to support their learning needs. This is also supported by Fresh Start and Precision Teaching. For a small number of children this intervention did not have the expected impact and is now being supplemented by 'Toe by Toe' an alternative Phonics intervention.

## Externally Provided Programmes

Programme	Provider
Boxall Profile	The Boxall Profile
Speech Link	Speech Link Multimedia Limited
Language Link	Speech Link Multimedia Limited
LASS	GL Ready
Widgit Online	Widgit Online
Toe by Toe	Toe by Toe
Nurture UK	Nurture UK
Hamish & Milo	Hamish & Milo
Read, Write, Inc.	Ruth Miskin Literacy
Fresh Start	Ruth Miskin Literacy
Times Tables Rockstars	TT Rockstars
Sumdog	Sumdog
RNIB Bookshare	RNIB
TIS UK	TIS UK
Wellbeing Programme	Kent Wellbeing Programme

## Further information

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In order to develop our PP Strategy, we explored a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and about the socio-economic context of our setting.

We used the EEF's research and guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will implement a robust evaluation framework for the duration of our three-year approach and will continue to review and adjust our plan over time to secure better outcomes for pupils.