

# Pupil premium strategy statement September 2025

## Halton Community Combined School

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                                                                |
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| Number of pupils in school                                                                                                                                                       | 207                                                                 |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 19 pupils, 9%<br>89 pupils, 43% ( <i>including service pupils</i> ) |
| 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> ) | 2025-26                                                             |
| Date this statement was published                                                                                                                                                | December 2025                                                       |
| Date on which it will be reviewed                                                                                                                                                | July 2026                                                           |
| Statement authorised by                                                                                                                                                          | Colin Horsfield                                                     |
| Pupil premium lead                                                                                                                                                               | Colin Horsfield                                                     |
| Governor / Trustee lead                                                                                                                                                          | Chani Dhaliwal                                                      |

### Funding overview

| Detail                                                                                          | Amount                                                                |
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| Pupil premium funding allocation this academic year                                             | £61,090                                                               |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) | £0                                                                    |
| <b>Total budget for this academic year</b>                                                      | £61,090 ( <i>with service</i> )<br>£36,590 ( <i>without service</i> ) |

# Part A: Pupil premium strategy plan

## Statement of intent

**Intent – At Halton Community Combined School, we intend for the curriculum to meet our 5 main aims:**

- To develop a love of reading
- To acquire the skills to enjoy writing independently
- To master the fundamental 'building blocks' in mathematics
- To be ready to operate in the digital world
- To leave Halton School having 'found their voice'

We want to ensure that **every child** reaches their full potential and become independent, lifelong learners.

We wish to develop children to be positive, communicative, active members of the community that care for, help and respect others.

We want to teach the skills and knowledge that children need to acquire to be independent lifelong learners.

Through support and teaching, to enable children to be emotionally ready to learn.

To support children to develop the skills and understanding to be mentally healthy and to be able to look after their own well-being.

To provide an exciting and progressive curriculum so that children are building on and making links with their prior learning.

Teach child to learn to read and develop a love of books.

Acquire a wide vocabulary.

To give all learners, particularly the disadvantaged, the knowledge and cultural capital they need to succeed in life.

To enable all of our pupils, whether they have been here for 7 years or 7 months, to have the ability to speak out, to share their thoughts and ideas, to question and to confidently share their voice with others.

To allow all pupils the opportunity to fulfil our ethos: *Together, our community inspires a love of learning and enables children to 'find their voice'.*

To live out our school values of positivity, respect, honesty, perseverance, loyalty and courage.

## 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                | Our observations and analysis of pastoral support shows nurture, well-being and pastoral support is needed for disadvantaged pupils, including access to Family Support Coordinator, nurture groups and interventions and behaviour support so that PP pupils feel ready to learn.                                                                                                                                                                 |
| 2                | An analysis shows many pupils require cultural capital opportunities, including trips, clubs and extra-curricular activities to ensure PP pupils have the same opportunities and experience as non-PP pupils. An awareness of financial burden on families must be considered.                                                                                                                                                                     |
| 3                | Data analysis from all year groups shows a need to focus on improving attainment and progress in writing and mathematics. A focus on PP pupils is needed in these subject areas is needed to narrow the gap in attainment in all year groups. This includes handwriting, spelling and phonics for writing and place value and arithmetic for mathematics. Our PP pupils were assessed as beginning from a lower starting-point than non-PP pupils. |
| 4                | Attendance and punctuality has worsened across the previous academic year and is identified as an area for improvement on the school IDSR. Attendance and punctuality needs to increase to be in line with non-PP pupils.                                                                                                                                                                                                                          |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>1</p> <ul style="list-style-type: none"> <li>Pupils identified as needing additional pastoral support in order to be 'ready for learning'. Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment through pastoral programmes, Early Help or Social Care support.</li> <li>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</li> <li>Interventions or support is in place for pupils who are vulnerable</li> <li>Sensory circuits and sensory spaces are used to support pupils with self regulation</li> <li>Nurture groups are used to support pupils from across the school.</li> <li>Peer mentors are used to support pupil wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils eligible for PP are supported to self-regulate and seek support if needed.</li> <li>The gap between PP and all pupils will diminish due to enhanced learning behaviours.</li> <li>SLT / staff identify pastoral support needed for PP pupils.</li> <li>Children are supported through nurture sessions and use of nurture room.</li> <li>PP pupils access our pastoral support, nurture groups and other programmes to receive support with their emotional wellbeing.</li> <li>Families are signposted to food banks and hygiene banks if needed.</li> <li>Leavers events / items are supported through PP funding.</li> <li>Wellbeing sessions within assemblies, curriculum and timetable.</li> <li>Improved % attainment across all subjects, especially writing.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Zones of regulation support is further embedded.</li> <li>• Support is available in class through support from the specialist behaviour teacher.</li> <li>• <i>Leaders and staff further embed strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>1 and 2</p> <ul style="list-style-type: none"> <li>• Increased home support and parental engagement so pupils can access enrichment taking place at school through pastoral support / SEND team support and a wide range of opportunities.</li> <li>• Increased training for members of staff to include support for behaviour / mental health and attendance</li> <li>• Increased behaviour support from specialist behaviour teacher.</li> <li>• Increase support for families via Family Support Coordinator and links to external services</li> <li>• • Increased support for parents through pastoral support / SEND team and access to external services e.g. Family Support.</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Increased % of pupils eligible for PP are attending extra-curricular clubs.</li> <li>• Wider range of clubs on offer that encourage PP pupils to attend.</li> <li>• Pupils have increased life opportunities / cultural capital.</li> <li>• All PP parents attend Parental Consultation Meetings, virtual meetings or have calls.</li> <li>• Increased attendance of parents at parental workshops, year group and whole school events</li> <li>• Enriching trips/experiences enhance children's understanding and engagement in society.</li> <li>• Pupils eligible for PP experience a range of life, awe and wonder experiences through the enrichment and pastoral curriculum.</li> <li>• Family learning sessions take place to help parents support pupils at home.</li> <li>• Sessions run by pastoral / SEND teams to support parents with parenting skills.</li> </ul> |
| <p>3</p> <ul style="list-style-type: none"> <li>• Set high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being</li> <li>• Diminish the difference further of PP pupils in writing, handwriting and spelling so they achieve in line with national non-PP children.</li> <li>• Use the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or wellbeing</li> <li>• Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions, improved % attainment of disadvantaged pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• For disadvantaged children to reach expected level of attainment and to close the gaps with their non-PP peers.</li> <li>• Pupil Progress Meetings &amp; data analysis shows the difference between attainment of PP pupils and non-PP pupils is diminished further in all year groups and subjects.</li> <li>• Pupils eligible for PP make good progress in Key Stage 1 and Key Stage 2.</li> <li>• Interventions successfully close gaps in learning</li> <li>• All staff are supported with moderation within year groups Reception to Y6 in line with new assessment materials.</li> </ul>                                                                                                                                                                                                                                                                                  |

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| 4 | <ul style="list-style-type: none"> <li>• Increase attendance rates for pupils eligible for PP and vulnerable pupils. Attendance lead in post to focus on attendance and communicate effectively with parents</li> <li>• Punctuality improved for all PP pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Overall percentage of PP attendance continues to improve in line with others.</li> <li>• PP pupils have reduced persistent absence.</li> <li>• Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows.</li> <li>• Amount of time lost in poor punctuality is reduced in all PP pupils</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: £12,000

| Activity                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| 1                                                                                                                                                                                                         | Evidence that supports this approach: <ul style="list-style-type: none"> <li>• Quality first teaching (QFT) is the focus of all staff meetings.</li> <li>• Regular training and monitoring will be used to ensure all staff use a consistent approach to English and mathematics lessons.</li> <li>• 'Diagnosing pupils' needs' is the first step to creating an effective Pupil Premium plan (EEF Guide to Pupil Premium, Aut 21). In order for us to understand individual needs fully we use standardised tests, Assessment for Learning through LL and PIXL diagnostics.</li> <li>• A timetabled cycle of assessments and frequent discussions about the progress of disadvantaged pupils is built into the school calendar. Staff focus on all groups – including PP pupils – to ensure targeted support for all.</li> <li>• There are levels of differentiation in every lesson to accommodate need</li> <li>• Staff are supported to develop writing through moderation and group discussions about writing and how to improve. Staff are also supported through the rigorous monitoring by the English team.</li> </ul> | 3                             |
| All staff target PP attainment/progress                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| Pupil Progress meetings focus on all & PP as a group and individuals ensuring ALL PP are on the provision map for interventions                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| Identify and address main barriers to learning for pupils eligible for PP establishing a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| Ensure curriculum is vocabulary rich. English lead to update the oracy and vocabulary strategy in line with current research                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| Provide resources and CPD for staff to support the development of vocabulary and oracy in all lessons                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| Children to have challenge in lessons and not have a                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |

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| 'setting' ceiling placed upon them                                                                                                                                                                                                                                                                                | <p>Evidence: The Pupil Premium: Update Ofsted 2014 reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p> <p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment. The Pupil Premium: Update Ofsted 2014 reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. 'They target interventions forensically...</p> <p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom.</p> |  |
| 2 Deployment of teaching assistants targeted at improving outcomes for disadvantaged pupils through interventions, and to monitor and evaluate its impact. Further enhance the use of support groups by providing CPD for staff and ensuring the groups are adequately staffed and have the appropriate resources |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 3 Retention – workload and wellbeing plans, opportunities for promotion, flexible working.                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 4 Moderation of writing all across year groups to develop an understanding of expectations and ways to improve writing                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 5 Ensure pupils have interventions and support to be handwriting and spelling ready for the next year group / key stage. Continue to embed and review the spelling strategy and handwriting strategy                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

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

Budgeted cost: £6590

| Activity                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
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| 1 Bespoke interventions to be put in place to support closing the gap linking to in-class learning. Use of smart groups to target support where needed | <ul style="list-style-type: none"> <li>Robust assessment systems that identify gaps in learning and targeted provision for PP pupils are in place.</li> <li>Internal data shows that interventions and focused feedback needs to continue to ensure PP pupils make accelerated progress and gaps with non-PP are closed through focus meetings and targeted learning.</li> <li>Teachers /TAs understand barriers, on flightpaths, to learning for their PP children and are supported with</li> </ul> | 2                             |
| Class TAs focus on supporting PP pupils alongside FSC / SEND team                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |
| Interventions and booster groups to be used to focus                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |

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| on specific gaps in learning in all subject areas.                                                                               | <p>strategies to overcome these as indicated in Pupil Premium Provision Maps.</p> <p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Use of Learning new assessment material to identify gaps in learning.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Use of intervention packages already in school for targeted support                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 2 Each year group to have enriching experiences across the year linked to the curriculum and our “25 Things....”                 | <ul style="list-style-type: none"> <li>• The evidence of this is seen in the attendance to the clubs and the benefit it has on the children who attend.</li> <li>• Cultural capital experiences support reading and writing so pupils are able to access a wider range of knowledge. The school provides a wide range of opportunities to develop cultural capital as many of the pupils have limited access to broader experiences.</li> <li>• Lack of parental support and engagement is a key barrier to learning for our pupils. The FSC and SEND team help to bridge the gap. They reach a wide section of parents and pupils to support parental engagement and pupil wellbeing.</li> <li>• Pupil wellbeing is improved by physical activities. Many pupils are not significantly physically active when out of school. Outdoor Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access – Outdoor learning and residential activities.</li> <li>• Events / days to support pupils to develop aspirations and an understanding of the potential experiences they could have. Monitor attendance at events and survey parents about event attendance.</li> </ul> |  |
| To help parents with finance for trips & opportunities for PP pupils so they have rich experiences                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| To identify additional funding streams to support families with the costs of trips                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 3 Run additional PP events during the day so that all children have the opportunity to attend                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 4 Parental engagement events planned and encouraged by all staff                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Parent information events such as Phonics, Reading, SATS etc                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 5 Development of support resources available for all families                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Courses held at school to support parent skills in a variety of areas                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Further development of parent drop in sessions for information/support e.g. SEN coffee mornings held with specific support focus |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Facilitate parenting sessions and invite specific parents for support                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 6 Develop aspirations further through aspirational days and link these to “25 Things....”                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 7 Lunchtime clubs run to enable PP pupils to take part                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

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| Lunchtime sporting activities run by coaches to allow PP pupils to access sporting activities |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

| Activity                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
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| 1 FSC /SEND Team to provide parent support and specific training during SEN coffee mornings                                                                                        | <p>Some families are unable to finance access to clubs and extra-curricular activities that enable pupils to develop social skills, improve wellbeing and cultural capital. Numerous studies including the UCL review (Feb, 2021) have found that school closures as part of broader social distancing measures are associated with considerable harms to pupils' health and wellbeing. There is concern that the longer-term impacts are even greater amongst vulnerable groups.</p> <p>Pupils should be able to understand their challenges, and how they feel, in order to help them self-regulate – the FSC / SEND Team support pupils to develop behaviour strategies.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> | 1, 3                          |
| FSC to provide parenting support as appropriate, signing professional support as needed                                                                                            | Pupils attend Breakfast Club and have a nutritional and nurturing start to the day. Breakfast is also offered to vulnerable pupils who arrive without having breakfast.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |
| FSC to liaise with parents regarding support and offer suggestions for home                                                                                                        | School dog supports wellbeing in pupils. Alternative provision may provide the SEMH support needed for pupils to be able to return to a mainstream school full time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |
| 2<br>FSC / SEND team support for staff who have vulnerable pupils in class with high expectations and strategies to support                                                        | Evidence: Pupils need to develop decision-making skills, interaction with others and their self-management of emotions as well as focusing directly on the academic or cognitive elements of learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |
| Staff to support pupils with their needs and manage their behaviour to access the school environment. Provide staff CPD on Thrive and develop its use further to support behaviour |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |



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| Develop rooms / shared areas to provide a ready to learn space / room and develop appropriate settings for pupils who are unable to access the classroom for whole lessons | Attendance – activity 8 Children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children. We have drawn from the DfE document guidance on ‘Improving School Attendance’ (updated 2021) in refining our approach. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. |  |
| FSC / SEND Team and behaviour support teacher to support behaviour and make use of the nest to provide bespoke support                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Behaviour lead to support behaviour                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 3 PP pupils to be given positions of responsibility – School Council, pupil leaders, peer mentors etc.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 4 Support for Leavers events and items e.g. leavers hoodie                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Support with funding of places to PP children for school clubs                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 5 Embed zones of regulation to support pupils to talk about how they feel                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Provide new staff CPD on zones of regulation                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Provide resources to support staff to use zones of regulation                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Use sensory circuits to support pupils to self-regulate and develop the sensory room (The Hive) further                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 6 School dog in school. PP pupils may not have pets at home.                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Animal Advocates to include PP pupils                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Support pupils through animal-based interventions / alternative provision e.g. horse riding sessions and Horseywyse                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 7 Provide staff with Virtual Schools specific training on supporting pupils who have experienced trauma                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Provide staff with resources to use to support pupils                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

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| who have experienced trauma                                                                                                                                                                                                                                                                                   |  |  |
| 8 Explore and provide alternative provision for pupils who find attending a mainstream school full time too challenging.                                                                                                                                                                                      |  |  |
| 8 FSC / SEND Team understand the importance of paying close attention to pupils' attendance, take opportunities to promote good attendance and continue to support and monitor families promptly with identified attendance and lateness issues e.g. parent meetings, contract meetings, home visits, support |  |  |
| Continue to develop attendance processes and procedures and ethos of high attendance. Ensure policies for attendance and behaviour are clear and are applied effectively and proportionately                                                                                                                  |  |  |
| To motivate pupils to attend school promptly to access all learning opportunities                                                                                                                                                                                                                             |  |  |
| Use of attendance consultant to provide training, support and intervention                                                                                                                                                                                                                                    |  |  |
| Attendance awards incentive programme to improve number of children achieving 100 % attendance per term egg experiences, awards, cups, prizes, 100% attendance flames                                                                                                                                         |  |  |
| Home visits to explore unexplained or lengthy absences where necessary                                                                                                                                                                                                                                        |  |  |
| Support with funding of places to PP children for school clubs                                                                                                                                                                                                                                                |  |  |
| Leaders and staff communicate expectations about attendance clearly, strongly and consistently to pupils so that they are well understood                                                                                                                                                                     |  |  |
| Analyse attendance information closely, at                                                                                                                                                                                                                                                                    |  |  |

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| whole-school level and for different groups to identify patterns and trends. Identify the causes of poor attendance, intervene early and remove barriers                                  |  |  |
| Prioritise pupils' attendance and punctuality, as well as their positive behaviour and attitudes to learning, so that pupils benefit from the education and experiences the school offers |  |  |

**Total budgeted cost: £36,590**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|                                        | Pupils eligible for PP % | Pupils not eligible for PP % |
|----------------------------------------|--------------------------|------------------------------|
| % achieving Y1 Phonics Screening check | 50% (1)                  | 43% (13)                     |
| % ARE reading KS1                      | 0 pp children in cohort  | 80% (24)                     |
| % ARE writing KS1                      | 0 pp children in cohort  | 43% (13)                     |
| % ARE mathematics KS1                  | 0 pp children in cohort  | 73% (22)                     |
| % ARE reading KS2                      | 50% (1)                  | 87% (27)                     |
| % ARE writing KS2                      | 50% (1)                  | 68% (21)                     |
| % ARE mathematics KS2                  | 100% (2)                 | 80% (25)                     |
| % expected progress reading KS2        | 100% (2)                 | 90% (28)                     |
| % expected progress writing KS2        | 50% (1)                  | 77% (24)                     |
| % expected progress mathematics KS2    | 100% (2)                 | 68% (21)                     |

### Service pupil premium funding

| How our service pupil premium allocation was spent last academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Continuous hire of Caroline Allen, Family Support Coordinator, whose role includes supporting the emotional wellbeing of service children and their families within our community. She works with children on transition to and from Halton School. Time is spent enabling children to stay connected to their deployed parent when necessary and addressing pastoral needs during deployment via small group and 1 to 1 sessions. Pastoral support is planned and delivered for all pupils impacted by service life. She can communicate directly with parents and links with family support at RAF Halton via SSAFA and liaises with class staff to enable direct in-class support where necessary.</p> <p>We identify gaps in service children's education caused by mobility as well as issues regarding attendance and punctuality. These gaps continue to have an impact on learning although the gap has narrowed for this academic year.</p> |
| The impact of that spending on service pupil premium eligible pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Headteacher took part in consultation with Ministry of Defence regarding the use of Service Premium. Halton School used as an example of successful spending of premium. New documentation published April 2025.

<https://www.gov.uk/government/publications/service-pupils-in-schools-non-statutory-guidance>

School website changed to reflect the spending of service premium funding and now features dedicated Service Family page:

<https://www.halton.bucks.sch.uk/service-families/>

Links strengthened with RAF Halton including membership of the Children and Young Persons Board, chaplaincy and regular visits/visitors for curriculum enhancement and STEM.

Actions this year to include: creating a monthly drop-in style club for service pupils linked to Little Troopers charity, dedicated display board(s) for service family information, activities during Month of the Military Child (April)

<https://www.littletroopers.net/>

<https://www.gov.uk/guidance/month-of-the-military-child>