

# Pupil premium strategy statement – Halwin 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	24.32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alexandra Carr, Headteacher
Pupil premium lead	Alexandra Carr, Headteacher
Governor / Trustee lead	Martin Bland, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£19,295

# Part A: Pupil premium strategy plan

## Statement of intent

At Halwin School, our intention is that all pupils—regardless of background, prior attainment, or the challenges they face—make strong progress and achieve highly across the curriculum. With 24% of our pupils eligible for the Pupil Premium, our strategy is designed to ensure that disadvantage does not limit any child's academic or personal development.

Central to our approach is the belief that high-quality teaching has the greatest impact on closing the attainment gap while also strengthening outcomes for non-disadvantaged pupils. We recognise the power of reading to unlock learning and widen opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading, and the application of these skills across the curriculum, are core to our approach. Alongside this, we prioritise strong foundations in early literacy and numeracy and provide rich opportunities to develop pupils' language and oracy skills—essential for self-advocacy, confidence, and full access to the curriculum.

We are committed to supporting the *whole child*. We recognise the importance of self-esteem, emotional wellbeing, and secure relationships as the foundations of successful learning. Our work promotes high levels of attendance and punctuality; we intervene early where concerns arise, knowing that positive habits of engagement are vital for sustained progress.

At Halwin, we adopt a whole-school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes. We hold high expectations for every learner and believe that, when expectations are ambitious and consistent, pupils develop the self-efficacy and agency they need to thrive. Our strategy reflects our commitment to ensuring that all pupils are challenged, supported, and empowered to reach their full potential.

Our intention is that outcomes for all pupils continue to improve, while disadvantaged pupils make accelerated progress to close gaps over time. The approaches within this strategy complement one another to remove barriers, unlock learning, and enable every child to access enriching opportunities and make informed, ambitious choices about their future.

## Challenges

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

Challenge number	Detail of challenge
1. Early Reading and Phonics Progress	Disadvantaged pupils typically take longer to progress through the phonics programme, which delays the development of fluent reading and limits their access to the wider curriculum.
2. Vocabulary, Language and Home Reading Environment	A significant proportion of disadvantaged pupils have limited vocabulary, speech and language needs, or reduced exposure to enriched language experiences at home. Engagement in reading at home is variable, affecting consolidation of early literacy skills.
3. Limited Cultural Capital and Wider World Knowledge	Pupils live in a predominantly monocultural and geographically isolated rural community, limiting their exposure to diverse cultures, perspectives, and experiences beyond their immediate environment.
4. Attendance and Punctuality Gaps	Attendance for disadvantaged pupils is lower than that of their non-disadvantaged peers, with persistent absence and lateness affecting learning continuity and progress.
5. Low Motivation, Resilience and Self-Efficacy	Some disadvantaged pupils show lower levels of confidence, engagement, and resilience when faced with challenge. Anxiety and avoidance behaviours impact their capacity to participate fully and make sustained progress.

## 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 Early Reading and Phonics Outcomes	<ul style="list-style-type: none"> <li>Disadvantaged pupils make stronger progress in phonics, reducing the gap with non-disadvantaged peers.</li> <li>More disadvantaged pupils achieve expected levels of fluency by the end of KS1.</li> </ul>
Strengthened Language, Vocabulary and Home Reading Engagement	<ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate improved language and vocabulary skills.</li> <li>Increased engagement in reading at home for disadvantaged pupils.</li> </ul>
Broadened Cultural Capital and World Understanding	<ul style="list-style-type: none"> <li>Disadvantaged pupils access a wider range of enrichment and cultural experiences.</li> <li>Pupils show improved awareness and understanding of diverse cultures and perspectives.</li> </ul>

Improved Attendance and Punctuality for Disadvantaged Pupils	<ul style="list-style-type: none"> <li>Attendance for disadvantaged pupils improves and gaps with non-PP peers reduce.</li> <li>Persistent absenteeism among disadvantaged pupils decreases.</li> </ul>
Increased Confidence, Engagement and Self-Efficacy	<ul style="list-style-type: none"> <li>Disadvantaged pupils show improved engagement and willingness to tackle challenge.</li> <li>Pupil voice and teacher observations indicate increased confidence and resilience.</li> </ul>

## 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: **£6,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality Phonics Teaching Through a DfE-Validated SSP (RWI) <ul style="list-style-type: none"> <li>Purchase additional RWI Ditty books and Book Bag Books to ensure pupils—particularly disadvantaged—access matched decodable texts.</li> <li>CPD and access for staff to the Portal and leadership development training to secure consistent, high-quality delivery.</li> </ul>	EEF research shows phonics has a strong positive impact on early reading and decoding, particularly for disadvantaged pupils (EEF: Phonics).	1, 2
Teacher CPD in the Teaching of Reading (Post-Phonics) <ul style="list-style-type: none"> <li>High-quality CPD for all staff on teaching fluency, comprehension, and reading for pleasure beyond phonics</li> <li>Coaching and development programme to support high-quality implementation in every class.</li> </ul>	EEF evidence highlights that improving teaching quality has the strongest impact on disadvantaged pupils (EEF: Improving Literacy; EEF: Teaching & Learning Toolkit).	1, 2, 5
High-Quality Teaching of Vocabulary, Language and Oracy Across the Curriculum	EEF evidence identifies oral language interventions as highly effective with very positive impact on pupils' reading comprehension and	2, 5

<ul style="list-style-type: none"> <li>- Embed consistent language-rich provision, vocabulary teaching and oracy expectations in all classrooms.</li> <li>- Use explicit vocabulary instruction, modelling, structured talk and reading aloud to improve language acquisition.</li> </ul>	overall language development (EEF: Oral Language Interventions).	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£7,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics and Early Reading Intervention</p> <ul style="list-style-type: none"> <li>- Implement short, frequent, targeted phonics interventions for pupils at risk of falling behind, led by trained staff.</li> <li>- Regular assessment to identify gaps and ensure rapid response</li> </ul>	Targeted small-group and 1:1 phonics interventions have strong evidence of impact (EEF: Phonics; EEF: Small Group Tuition)	1, 2
<p>Speech and Language Support for Pupils with Identified Needs</p> <ul style="list-style-type: none"> <li>- Provide targeted Speech and Language Therapy (SaLT) support and programmes for disadvantaged pupils with identified needs.</li> <li>- Staff trained in delivering SALT-recommended activities to ensure consistency.</li> </ul>	EEF evidence shows oral language interventions have high impact on reading, communication, and wider literacy outcomes.	2, 5
<p>Structured Interventions for Reading Comprehension and Fluency</p> <ul style="list-style-type: none"> <li>- Provide small-group tutoring focused on reading fluency, vocabulary, and comprehension strategies to accelerate progress for disadvantaged pupils.</li> </ul>	EEF research shows reading comprehension strategies and small-group tuition have moderate-to-high impact for disadvantaged learners.	1, 2

<ul style="list-style-type: none"> <li>- Use structured approaches aligned with class teaching to ensure consistency.</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,825**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategy for Disadvantaged Pupils</p> <ul style="list-style-type: none"> <li>- Increased monitoring and early intervention for attendance concerns, including positive communication with families and pastoral support</li> <li>- Use of relationships-based approach and targeted support to reduce persistent absence.</li> </ul>	EEF notes that wider strategies aimed at overcoming non-academic barriers (including attendance) support improved academic outcomes for disadvantaged pupils.	4, 5
<p>Enrichment, Trips and Cultural Capital Experiences</p> <ul style="list-style-type: none"> <li>- Ensure disadvantaged pupils access a wide range of enrichment opportunities, educational visits, cultural experiences and visitors into school.</li> <li>- Embed cultural diversity and global awareness through the curriculum and map enrichment opportunities</li> </ul>	EEF guidance indicates that providing wider experiences, cultural capital and enrichment helps develop background knowledge, vocabulary, engagement and aspiration, supporting overall attainment	3, 5
<p>Use of Lyfta to enhance Cultural Capital, Global Awareness and Oracy</p> <ul style="list-style-type: none"> <li>- Use Lyfta's immersive storyworlds to broaden pupils' experiences of diverse cultures and develop vocabulary, empathy and global awareness.</li> </ul>	Supports development of cultural capital, vocabulary and social-emotional learning (EEF: Oral Language Interventions; EEF: Social & Emotional Learning).	2, 3, 5
<p>Pastoral, Wellbeing and Motivation Support to Improve Self-Efficacy</p>	EEF notes that social and emotional learning approaches have an identifiable positive impact on attitudes to learning,	4, 5

<ul style="list-style-type: none"> <li>- Deliver targeted pastoral interventions focusing on confidence, resilience, emotional regulation, and positive learning behaviours.</li> <li>- Use structured approaches (e.g., forest school, small-group nurture sessions) to build motivation and readiness to learn.</li> </ul>	relationships and academic outcomes (EEF: SEL).	
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**Total budgeted cost: £19,295**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*\*Small cohorts mean that disadvantaged pupil numbers are too small to report separately without the risk of identification. Whole-school outcomes are therefore provided, with commentary on the progress of disadvantaged pupils where appropriate.*

Outcomes for 2024–25 show improvements in early reading, phonics, and KS2 attainment.

KS2 data summary 2025

	Halwin	National
% of pupils achieved the expected standard in reading, writing and maths	85.7%	61%
% of pupils achieved the higher standard in reading, writing and maths	14.3%	8%
% of pupils achieved the expected standard in reading	100%	75%
% of pupils achieved the expected standard in writing	85.7%	72%
% of pupils achieved the expected standard in maths	85.7%	74%
% of pupils achieved the higher standard in reading	42.9%	33%
% of pupils achieved the higher standard in writing	14.3%	13%
% of pupils achieved the higher standard in maths	42.9%	26%
Average point score of pupils in Reading	111.0	105.6
Average point score of pupils in Maths	107.6	104.7

2024-25		%
EYFS	YR children at expected	20%
Phonics	Yr1 pupils at expected	75%
	Yr2 children who passed retake	n/a
MTC – Y4	Average score	18
	children achieving full marks	33.3%

### Teaching

The school continued to prioritise high-quality teaching across the curriculum, supported by extensive CPD in scaffolding and adaptive strategies, phonics and reading, speech and language, and neurodiversity. Staff confidence in delivering Quality First Teaching improved, and this had a positive impact on lesson consistency.

Lyfta, introduced during 2024, supported cultural capital and oracy work. Staff reported increasing pupil engagement, curiosity, and vocabulary development through its use.



The refreshed behaviour policy (Ready, Respectful, Safe), shaped by relational practice training, contributed to a calmer learning environment and supported pupils' readiness to learn.

### **Targeted Academic Support**

Targeted phonics, reading and language interventions continued throughout 2024–25. Staff were trained in delivering SaLT programmes and diagnostic assessments, enabling more precise intervention planning.

Pupils receiving targeted support — including disadvantaged pupils — made good progress from their starting points. Improvements were particularly noted in reading fluency, decoding, expressive vocabulary, and classroom participation.

Forest School and nurture sessions provided motivational and SEMH support, and contributed positively to individual pupils' confidence, emotional regulation and engagement in class.

### **Wider Strategies**

Whole-school attendance for 2024–25 was broadly in line with national but attendance for disadvantaged pupils remained below that of their peers. This was negatively affected by two disadvantaged pupils on part-time timetables. The school worked closely with the EIIT team, Local Authority Attendance Officers, and the Crofty Trust to support families, and this area continues to be a priority.

The programme of parent engagement expanded significantly, including family learning events, workshops, and Halwin Hive opportunities. These helped strengthen relationships with families.

Lyfta, Forest School, enrichment activities, and broader curriculum experiences all helped improve pupils' cultural capital, world awareness, and wellbeing — a key aim for a rural, geographically isolated context.

Pupil conferencing continued to show that pupils feel safe, enjoy school, and can identify trusted adults. This reflects strong pastoral work and an inclusive, supportive school culture.

*Overall, Pupil Premium funding in 2024–25 represented good value, with clear impact seen in early reading, pupil engagement, curriculum access and wellbeing.*

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Lyfta	Lyfta
Maths Whizz	Whizz Education
Read Write Inc	Ruth Miskin
Kapow	Kapow Primary Company
Mastering Number	NCTEM
White Rose Maths	White Rose Maths