Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Hythe Bay Church of England Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	50.51%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	
Date on which it will be reviewed	September 2027
Statement authorised by	Luke Haisell
Pupil premium lead	Owain East
Governor / Trustee lead	Jon Jansen- Alder

Funding Overview

Detail	Amount
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	135,890

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hythe Bay Church of England Primary School, we aim to create a Christian environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured. As a Church School, we believe all we do is supported by biblical guidelines and our schools' Christion vision and ethos.

Our intention is that all pupils, irrespective of their background or the challenges that they may face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining children. As a School, we draw on robust research evidence such as the Education Endowment foundation toolkit (EEF) to allocate funding to activities that are most likely to have significant impact on improving achievement.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We have systems in place, which carefully monitor, manage and support good behaviour and attendance for all our pupils, this ensures that we have a whole school approach in which all staff support all children to achieve personal success.

Every effort is made to engage and empower parents and carers in the education and progress of their child and for school and home to work in partnership together to achieve this.

We believe in creating opportunities for our pupil premium eligible children through extra-curricular opportunities and additional school wide roles and responsibilities to promote a sense of belonging.

We aim to instil an enduring passion for learning in all our pupils through our rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils and their families face barriers to good mental health and wellbeing, which impacts their readiness to learn and educational outcomes.

2	Disadvantaged pupils arrive at school with limited vocabulary and language exposure due to fewer opportunities for rich verbal interactions and language development at home. This vocabulary deficit creates a barrier to expressing ideas in writing and accessing age-appropriate texts and writing models.
3	Many disadvantaged pupils arrive at school without foundational early mathematical experiences, such as counting practice, number songs, shape recognition, and practical mathematical play. This lack of early numeracy exposure means they begin formal mathematics learning without the secure conceptual understanding that their peers have developed through home learning.
4	Many groups of disadvantaged pupils experience barriers to regular attendance, resulting in lower attendance rates compared to their peers.
5	Many disadvantaged pupils have limited access to enriching life experiences and cultural capital, which restricts their wider school opportunities and understanding of the world beyond their immediate environment.

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
Disadvantaged pupils demonstrate improved mental health and wellbeing, enabling them to be ready to learn and achieve positive educational outcomes.	• 90% of disadvantaged pupils accessing nurture provision show improvement in their Boxall Profile scores by the end of the academic year • Reduction in behaviour incidents involving disadvantaged pupils by 25% compared to baseline data • 100% of disadvantaged pupils identified with wellbeing needs receive appropriate intervention (ELSA, Nurture, or Therapy Through Play) • Parent/pupil questionnaires show at least 85% of disadvantaged families report their child feels safe and supported at school
Disadvantaged pupils develop age-appropriate vocabulary and language skills, enabling them to express ideas effectively in writing and access texts at the expected level.	• The gap between disadvantaged and non-disadvantaged pupils achieving age-related expectations in writing closes to within 10% by July 2027

	• 100% of disadvantaged pupils identified with speech and language needs receive Language Link intervention • Termly writing assessments show disadvantaged pupils use increasingly sophisticated vocabulary appropriate to their year group.
Disadvantaged pupils develop secure foundational mathematical understanding and achieve in line with their peers	• The gap between disadvantaged and non-disadvantaged pupils achieving age-related expectations in maths closes to within 10% by July 2027 • 70% of disadvantaged pupils in EYFS achieve a Good Level of Development in maths by the end of Reception • Disadvantaged pupils receiving targeted maths intervention make accelerated progress of at least 1.5 terms per academic year • End of KS2 maths outcomes for disadvantaged pupils improve on last years and become closer to national average.
Disadvantaged pupils attend school regularly, matching or exceeding national attendance figures.	• Overall attendance for disadvantaged pupils reaches at least 96% by July 2027 • The attendance gap between disadvantaged and non-disadvantaged pupils closes to within 2% by July 2027 • Persistent absence among disadvantaged pupils reduces to below 15% • 100% of disadvantaged families with attendance concerns receive support from the Attendance Champion • Number of disadvantaged pupils achieving 100% attendance increases year on year.
Disadvantaged pupils access a wide range of enriching experiences that broaden their understanding of the world and support their learning.	• 100% of disadvantaged pupils participate in at least one educational visit or residential experience each academic year • Pupil voice surveys show disadvantaged pupils can articulate

	a range of experiences and aspirations for their future • Work samples demonstrate disadvantaged pupils draw on enrichment experiences in their learning across the curriculum • Disadvantaged children are represented within school clubs and school roles such as school council.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Standardised diagnostic assessments to support forensic gap analysis. • NFER Testing for Reading and GPS. • White Rose for maths	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support EEF- Assessing and monitoring pupil progress.	2,3,
• Provision of additional SENCO time in school to help run a SEN Hub, providing a bespoke curriculum for Disadvantaged children. • Provide support to disadvantaged groups in maths and foundation subjects. • Run a small, bespoke maths group for disadvantaged children.	Evidence from Allan Pavio (1986) suggests that information coded in both verbal and imaginal forms has a higher probability of being recalled than information coded in only one form. Research evidence from the EEF shows that explicit practices, particularly those that draw children's attention to new words and their meanings, can be particularly effective, either used alone or in combination with implicit practices	1, 2,3, 4

• Deputy Head funded for two days to support quality first teaching, progressive curriculum development and support teachers to use diagnostic assessment to raise pupils outcomes.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that school communications to encourage positive dialogue about learning can have a positive impact of (+4 months).	2,3

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

Budgeted cost: £ 69,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Language Link structured intervention delivered by HLTA	Language development is a barrier to children's learning and progress. Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations. Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on. Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact.	2,3,4
• Continued provision of Nurture unit staffed by Nurture TAs • Additional provision of a Nurture approach classroom to support children in KS1 with additional needs	Social and emotional learning can have an impact of up to + 4 months (EEF toolkit).	1
• Small maths group intervention.	The EEF toolkit states that small group tuition has an average impact of four	3,4

	months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment used to assess the best way to target support. We will be using The White Rose informed gap analysis to ensure that the intervention is targeted forensically.	
• School using ICT programmes to deliver targeted support. • TTRS • Dyslexia gold	The using digital technology to improve learning summary of recommendations Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. It can have an impact of up to 4 months progress. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills (EEF's guidance report 'Using Digital Technology to Improve Learning')	2,3
• PP money is used to ensure that our high quality teaching in every classroom is supported by the use teaching assistants in the afternoons to work with focused groups and to facilitate learning depending on children's specific needs. • Teaching assistants used to provide small group support in literacy and maths.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF). Targeted TA interventions to support academic attainment and provide extra pastoral support in a small group setting.	2,3

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

Budgeted cost: £ 32,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Attendance Champion • New Attendance strategy developed in line with new guidance. • Attendance awards and end of year incentive for all children with 100% attendance. • Use of Dojo across the whole school to increase communication and reward attendance.	We can't improve attainment for children if they aren't actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels". The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive but that the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning. EEF - Parental Engagement = +3 months impact.	4
• A range of curriculum enrichment activities provided beyond the classroom • Visits to or out of school to enhance/support topic learning, including residential. • Funded Music lessons to ensure equal access to opportunities. • Beach School sessions for all year groups.	The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits. 'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live' Ofsted Early Years Inspection Handbook, Sept 2019	1,4, 5
• External counsellor intervention (play therapist) to target social and emotional learning.	'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'	1, 4,

• Interventions that target social and emotional learning • ELSA and Nurture interventions.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning	
• Free Library books	Supporting reading at home through structured, high-quality parental engagement can add an extra four months of progress to a child's learning. (EEF)	2,5

Total budgeted cost: £ 135,890

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

As a Leadership team, we have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing upon both national and internal data. In order to guage the performance of our disadvantaged children, we compared their attainment to disadvantaged and non-disadvantaged children nationally (though we recognise that pupils included in the data will have experienced disruption due to Covid-19 earlier in their schooling and this will have affected individual children and schools differently.

55% of our pupil premium children achieved a Good Level of Development (GLD) at the end of Reception, maintaining performance in line with the previous year. This consistent outcome demonstrates that our early intervention strategies, including nurture provision and targeted language development support, are providing a solid foundation for disadvantaged pupils from the earliest stages of their education. Maintaining this level of attainment is particularly positive given that many of our pupil premium children enter Reception with starting points well below age-related expectations, particularly in communication and language.

Our targeted small group maths intervention proved effective in supporting disadvantaged pupils to make strong progress. Of the 14 disadvantaged children who participated in the small maths group, 5 (36%) reached the expected standard by the end of Key Stage 2. While this represents just over a third of the group, it is important to note that those who did not reach the expected standard had significantly lower starting points and made substantial progress from their individual baselines.

Progress data demonstrates the impact of our maths interventions, with 36% of pupil premium children making accelerated progress in maths, exceeding the 31%

of non-pupil premium children who achieved accelerated progress. This is a particularly positive outcome as it shows our targeted support is enabling disadvantaged pupils to make faster progress than their peers.

Our adaptive maths grouping approach has proven successful. The 36% accelerated progress figure represents a 2% increase from the previous year, indicating that our flexible grouping strategies are having a sustained positive impact on outcomes for disadvantaged pupils in mathematics.

Key Stage 2 SATs Outcomes:

Combined Expected Standard: 33% of our pupil premium children achieved the combined expected standard in reading, writing and maths. While this remains below the national average for all pupils, it represents a significant 6% improvement from the previous year, demonstrating that our pupil premium strategy is having a measurable impact on closing the attainment gap.

Reading: 60% of pupil premium children achieved the expected standard in reading, which is in line with the national average for all pupils. This represents an impressive 17% improvement from the previous year and is a particular strength in our outcomes for disadvantaged pupils.

Writing: 47% of pupil premium children achieved the expected standard in writing. Although this is below the national average for all pupils, it represents a substantial 15% improvement from the previous year, indicating that our focus on vocabulary development and writing interventions is beginning to have significant impact.

Maths: 40% of pupil premium children achieved the expected standard in maths. While this remains below the national average for all pupils, performance was maintained in line with the previous year despite the cohort having lower starting points. When considered alongside our strong progress data (36% accelerated progress), this demonstrates that our maths interventions are supporting pupils to make good progress from their individual baselines.

Teacher assessment data across the school shows that pupil premium children's attainment is on a clear upward trajectory:

- Reading: 7% improvement in the proportion of pupil premium pupils working at the expected standard
- Writing: 15% improvement in the proportion of pupil premium pupils working at the expected standard
- Maths: 3% improvement in the proportion of pupil premium pupils working at the expected standard

These improvements across all core subjects demonstrate that our pupil premium interventions and targeted support are having a sustained positive impact on disadvantaged pupils' attainment throughout the school, not just at Key Stage 2.

We used pupil premium funding to ensure no disadvantaged child was prevented from participating due to financial barriers. Every year group participated in an educational visit during the year and Year Six pupils benefited from a residential stay experience.

By subsidising or fully funding these opportunities for pupil premium children, we achieved participation in trips and residential experiences. This investment enabled our disadvantaged pupils to develop independence, build resilience, experience new environments and create positive memories that enhanced their sense of belonging and engagement with school. Staff observed increased confidence and improved social skills in pupil premium children following these experiences.

All children accessed our Beach School provision this year - a unique and invaluable opportunity that capitalises on our coastal location. This hands-on learning experience enabled pupils to develop essential life skills that cannot be replicated in the classroom: exploring and understanding their local natural environment, taking ownership and responsibility for environmental stewardship, and building resilience and risk-assessment skills through activities such as rock scrambling. For many of our pupil premium children, Beach School provided their first opportunity to engage meaningfully with the natural world on their doorstep, developing confidence, independence and a sense of connection to their local community.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NFER	NFER
Language Link	Speech Link Multimedia Ltd
Dyslexia Gold	
Times Tables Rockstars	