

## Pupil premium strategy statement – Halifax Primary School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	25%
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>	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kelly Landers Headteacher
Pupil premium lead	Rob Doyle Assistant Headteacher
Governor / Trustee lead	Hannah Barber Governor for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,580
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£23,090

<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£178,670
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## Part A: Pupil premium strategy plan

### Statement of intent

At Halifax, we believe that we all have a responsibility to 'help each other to aim high.' Through explicitly teaching our values of Aspiration, Collaboration, Nurture and Curiosity, high quality first teaching and strong relationships between our adults and our pupils, we aim for all of our pupils, irrespective of their background or the challenges they face, to make accelerated progress across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We use a range of quantitative and qualitative data to help us build a clear picture of the challenges faced by our vulnerable pupils regardless of their eligibility for the Pupil Premium Grant, such as those who are supported by social care and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching for all pupils is at the heart of our approach and we have embedded a graduated response approach across the school to ensure pupils are supported within the class resulting in teachers having a greater understanding of the needs of their pupils and being able to intervene and act earlier to address gaps in learning. We are guided by the principle that if our teaching meets the needs of our most vulnerable learners, our non-disadvantaged learners will also thrive. It is through the use of our school data, observations and also knowing our individual children well, that we are able to identify the key challenges that are faced by our pupils as a community as well as individually. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Whilst we have been working hard to improve Oracy skills across the school, our assessments, observations, and discussions with pupils indicate further support is needed to address underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception in September 2025, our school assessments show 70% of pupils not on track with 42% of these pupils showing significant delays. We also know that whilst Speech and Language interventions can close the gap in EYFS and KS1, these can reappear in KS2 as the complexity of language increases.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in phonics acquisition than their peers. This negatively impacts their development as readers. Reading attainment and progress across the school are improving following a whole school focus on developing reading. However, in Phonics due to cohort composition, the gap between disadvantaged and non-disadvantaged pupils increased in 2024 and has remained static in 2025.
3	The attainment gap between disadvantaged pupils and non-disadvantaged pupils in Writing has increased since 2022. Our internal assessments show that despite pupils achieving well in spelling, punctuation and grammar assessments, pupils have difficulty applying this knowledge and a varied vocabulary when writing for a particular purpose or audience.
4	Our observations and discussions with pupils and families have identified an increase in social, emotional and mental health concerns. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Through conversations and feedback with parents, they do not feel they have the knowledge or skills to support their children's learning and wellbeing at home.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1% - 3% lower than for non-disadvantaged pupils. Whilst the percentage of our disadvantaged pupils who have been 'persistently absent' has remained significantly below the national average there is still a significant gap compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved phonics among disadvantaged pupils in EYFS and KS1. Improved attainment and progress in Reading across KS1 and KS2.	Reading outcomes in 2025/2026 show that all disadvantaged pupils made accelerated progress. Phonics outcomes in 2025/2026 show that more than 90% of disadvantaged pupils met the expected standard.
Improved writing attainment and progress for disadvantaged pupils by the end of KS2.	KS2 writing outcomes in 2025/2026 show that all disadvantaged pupils made accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: <ul style="list-style-type: none"><li>qualitative data from student voice, student and parent surveys and teacher observations</li><li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.	Sustained high levels of parental engagement from 2025/2026 demonstrated by: <ul style="list-style-type: none"><li>qualitative data from parent/carer voice, parent/carer surveys and session evaluations</li><li>increase in engagement with online platforms such as Tapestry and Class Dojo</li></ul>

	<ul style="list-style-type: none"> <li>increase in parent/carer attendance at parent consultations and IPR reviews</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has diminished on previous years.</li> <li>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.</li> </ul>

## 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: £76,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to subscribe to the support of Voice 21 to provide support and CPD for teachers across the school in elevating oracy in the classroom.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">EEF   Communication and Language</a>  <a href="#">Oral language interventions   EEF</a></p>	1,2,3,4

<p>A sustained programme of CPD over the course of the year to ensure consistent teaching both in phonics sessions and small group and 1:1 teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF</a></p>	<p>2</p>
<p>Reading continues to be a focus for the school.</p>	<p>The DfE guidance has been produced to help school meet the expectations for Reading in both the Early Years Foundation Stage and the National Curriculum</p> <p><a href="#">DfE Reading Framework</a></p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	<p>2</p>
<p>Enhancement of our teaching of writing through explicit teaching of vocabulary, oral rehearsal, transcription and a focus on purpose, audience and register. External CPD for English Lead and staff CPD in school supported by the English Lead and Oracy champions.</p>	<p>The EEF guidance is based on a range of the best available evidence.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	<p>3</p>

<p>Improve the quality of social and emotional (SEL) learning through the introduction of Therapeutic Thinking as a whole school approach.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Social and emotional learning   EEF</a></p> <p><b>Researched Based Evidence for Therapeutic Thinking</b></p> <p>Therapeutic Thinking is grounded in evidence-based research, it focuses on relational practice and evidence-based research to develop locally owned training resources. The approach emphasizes consistent practice, internal discipline, and the importance of attachment, adverse childhood experiences, trauma, mental health, and SEND in understanding and addressing children's needs. Therapeutic Thinking has been shown to create a network of complex causal relationships that can reduce difficult behaviours in schools by developing a therapeutic culture. It is more effective in primary and specialist settings than secondaries, with a proposed explanation relating to the differing presence of behaviourist perspectives.</p> <p><a href="http://therapeuticthinking.co.uk">therapeuticthinking.co.uk</a></p>	<p>4</p>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted Cost: £56,102**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding vocabulary teaching within class and to continue to provide small group and 1:1 reciprocal and precision teaching and pre-teaching for targeted pupils a significant proportion of which will be disadvantaged pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">EEF   Communication and Language</a>  <a href="#">Oral language interventions   EEF</a>  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a></p>	1,2,3,4
<p>Speech and Language therapy targeted at pupils with identified needs across the school, a significant proportion of which will be disadvantaged pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   EEF</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support within EYFS and KS1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p>	2

<p>Working collaboratively with Speech and Language Therapists to create an intervention programme designed to support the lowest prior attainers with reading identified as having a Developmental Language Delay profile</p>	<p>Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Reading and developmental language delay are interconnected issues that can significantly impact a child's communication and academic success. Children with reading difficulties often struggle with language development, leading to challenges in understanding and expressing their thoughts. The signs of DLD can be subtle, such as difficulty following instructions or using complex sentences. Early intervention and support are crucial to address these challenges and help children develop their language skills effectively.</p> <p><a href="#">National Institutes of Health (NIH)</a></p>	
<p>Evidence based programmes such as Catchup Literacy, Harberton targeted at disadvantaged pupils who require further phonics and whole word reading support in KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	2,3

**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted Cost: £46,096**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding online platforms to secure effective channels of communication across the school that enables parents/carers to engage with their children's learning.	<p>There is strong evidence to suggest that parental engagement has a positive impact on pupil progress and attainment.</p> <p><a href="#">Parental engagement   EEF</a></p>	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures promoting and celebrating high levels of attendance with pupils and their families	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
Implementing the Hamish and Milo Families Together and in-school programme for pupils who face challenges to their wellbeing	<p>There is evidence to suggest that successful SEL interventions can have a positive impact on pupil progress:</p> <p><a href="#">Social and emotional learning   EEF</a></p>	5

**Total budgeted cost: £178,670**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Improved Oral Language for Disadvantaged Pupils*

##### **COMMUNICATE – Speech and Language Therapy**

###### *Implementation*

- Wellcomm assessments carried out on all Reception children in the Autumn term 2024.
- Speech and Language Therapist working in school weekly on caseload agreed with SENDCo
- Teaching Assistants working under the direction of Communicate to deliver speech and language therapy with Reception pupils.

###### *Impact*

- By Summer 2025 the percentage of pupils in Reception with mild to moderate delay had reduced from 58% to 35%.
- By Summer, the percentage of pupils in Reception with severe delay had reduced from 41% to 26%

### Reception Attainment Data

#### *School Entry Data 2024*

	<i>All Pupils</i>	<i>Disadvantaged Pupils (14 pupils)</i>
On Track for a Good Level of Development	10%	0
On track for Communication and Language	32%	10%
On track for Phonics	17%	0

#### *Validated EYFS Profile Data 2025*

	<i>All Pupils</i>	<i>Disadvantaged Pupils</i>
Good Level of Development	70%	50%
Expected Standard for Communication and Language	77%	60%
Expected Standard for Phonics	71%	60%

We can see that the disadvantaged pupils made significant progress from school entry to the end of EYFS, moving from an initial assessment of no pupils on track for GLD increasing to 50% by the end of the year – with a similar improvement for expected for communication and language (this representing accelerated progress vis-a-vis the whole cohort). Additionally, the improvement from no pupils on track for phonics to 60% of disadvantaged reaching this standard shows similar accelerated progress compared to the whole cohort.

Observations completed during the autumn term of Shared Reading lessons demonstrated that all lessons contained the explicit consideration of and then subsequent teaching of specific new

vocabulary. All these lessons also showed opportunities for pupils to understand new vocabulary in respective contexts and for some, to apply these words in new ones through the support of sentence stems.

As a school we have received accreditation as an oracy centre of excellence and the lesson drop-ins in the autumn term exemplified the basis for our award. Through all the lessons observed there were elements of Oracy practice in lessons with at least three quarters showing strong use of techniques to support pupils' thinking skills. Key points observed included:

- Most classes have oracy guidelines displayed.
- The children were speaking in full sentences, whether this was in response to a talking point or just explanatory talk when asked about their learning.
- When sentence stems were given, the children were keen to use them.
- The children used subject specific vocabulary in their discussions or explanations.
- The children were keen to talk and used talk to both explain and justify their ideas across the school.
- Varied talk tactics were evident, from groupings to activities for feedback.

### ***Improved Phonics Outcomes***

#### **Validated Data 2024**

	<b><i>All pupils</i></b>	<b><i>Disadvantaged Pupils (11 pupils)</i></b>
Passed	78%	54.5%

#### **Validated Data 2025**

	<b><i>All pupils</i></b>	<b><i>Disadvantaged Pupils (10 pupils)</i></b>
Passed	80%	54%

We can see a marginal increase in the percentage of pupils passing the phonics screening check, with the proportion of disadvantaged pupils passing the check being maintained. However, we have seen the impact of following the scheme with fidelity and the small group and 1:1 intervention, which has enabled those children who did not pass to still make accelerated progress from their starting points.

#### ***Improved writing attainment and progress for disadvantaged pupils by the end of KS2.***

We can see from the data that our outcomes in reading, writing and maths at the end of KS2 have decreased in the last year but are still above national. However, more importantly we can see that the performance of our disadvantaged pupils last year decreased to below national figures and that the gap between disadvantaged and non-disadvantaged has increased from the previous year. Having reviewed the data, the increase in the disparity was due to our disadvantaged children all having varying areas for development, with some being expected standard in one/two subjects but not in a third. In response to this we have maintained our evidence-based

interventions to support the progress of pupils—such as Catch-Up Literacy, Harberton and Reciprocal and Precision Teaching. Moreover, in Year 6 we have identified the subjects for development for each of our disadvantaged pupils and are providing additional interventions to accelerate their progress in these specific subjects.

### Key Stage 2 RWM Attainment

Percentage of pupils achieving at or above the expected standard (EXS+)

Year	2023			2024			2025		
	Pupils in group	School RWM Results	National RWM Results	Pupils in group	School RWM Results	National RWM Results	Pupils in group	School RWM Results	National RWM Results
All Pupils	56	63%	60%	59	73%	61%	59	69%	61%
Male	27	59%	56%	35	74%	58%	35	63%	58%
Female	29	66%	63%	24	71%	65%	24	79%	64%
Disadvantaged	19	47%	44%	10	60%	46%	13	31%	47%
NonDisadvantaged	37	70%	66%	49	76%	68%	46	80%	68%
SEN	9	22%	20%	8	25%	22%	9	11%	23%
No SEN	47	70%	70%	51	80%	72%	50	80%	72%
EAL	9	56%	60%	6	83%	64%	12	58%	63%
NonEAL	47	64%	60%	53	72%	60%	47	72%	61%

***To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.***

A survey of parents and carers in March 2025 completed as part of our OFSTED inspection provided the following feedback:

- 97% of parents said their child does well at school.
- 94% of parents and carers said that their children were happy at school.
- 94% of parents said their child feels safe at school.
- 94% of parents said that the school makes sure their children are well-behaved.
- 100% of parents said that the school keeps them informed about their children's progress.
- 91% of parents would recommend the school to other parents.

In addition to this, we have continued to teach Social and Emotional Literacy through our PSHE programme Jigsaw and we have embedded our use of the Zones of Regulation with our pupils school wide. We also ask the children to reflect on how they are feeling at the beginning of each whole school assembly. The ELSA programme has now been running for a year and is showing a positive impact with the skills taught in the ELSA sessions being transferred into the classroom. Individual pupils receive a 6 week ELSA intervention which is then followed up by drop-ins in the class.

***To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.***

In addition to our termly curriculum information to parents, we have continued to send home reading recommendations which shares the titles of books that the children will read in school along with suggestions of additional books for the featured authors or the same genres. We have also maintained our Class Dojo rewards for reading at home. Our termly reading awards recognising those children who have demonstrated our values within their reading lessons have proved to be very successful, raising both the profile of reading but also supporting our children to see these values in a different way. This has had a positive impact on our disadvantaged pupils and encouraged reluctant readers.

- 100% of pupils have at least one parent connected to Arbor.
- 86% of Reception children have at least one parents connected to Tapestry.
- 98 % of pupils have at least one parent connected to Class Dojo
- This equates to 413 pupils out of 420 having a family member connected.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

***Annual School Absence and Persistent Absence as published in the DFE Performance Tables***

	Sch %Abs	Sch %PA	LA %Abs	LA %PA	Nat %Abs	Nat %PA
2023	5.7%	17.2%	6.0%	15.9%	5.9%	16.2%
2024	5.3%	12.6%	5.6%	14.1%	5.5%	14.6%
2025	4.7%	12.6%	5.2%	12.5%	5.2%	13.5%

Whole School Attendance

2022-2023	2023-2024	2024-2025
94.39%	94.4%	95.6%

Non-disadvantaged Pupils Attendance

2022-2023	2023-2024	2024-2025
94.46%	95.01%	96.4%

Disadvantaged Pupils Attendance

2022-2023	2023-2024	2024-2025
93.18% (-1.28%)	92.3% (-2.71)	93.7 (-2.7%)

Whilst we continue to see attendance figures rise overall, we are also seeing a greater increase in the attendance rates for our disadvantaged over our non-disadvantaged. This has meant that the gap has closed between these groups and is now just outside our differential of 2%.

<b>Whole school 2024</b>	<b>Whole School 2025</b>
10.69% (school data)	10.1% ((published data DfE)
18.4% National	12.6% National
<b>Disadvantaged 2024</b>	<b>Disadvantaged 2025</b>
20.45% (school data)	22.1% (school data)
34.8% National	25.7% National

We continue to work with families to encourage high levels of attendance, making regular calls, home visits and sending out correspondence. We celebrate the top three classes with the highest attendance on a weekly basis and reward the class with the highest attendance at the end of the year. Following the government guidance from August 2024, we are issuing fines for 10 sessions of absence in a 10 week rolling period and working closely with the Educational Welfare Officer to respond to poor attendance

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc.	Ruth Miskin
Catch-Up Literacy	Caxton Trust
PiXL Club	The PiXL Club Ltd.