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	Forty Hill CE School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	18% 34 pupils 0 LAC 1 PLAC 37 FSM/previous FSM
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Michelle Sheehan, Executive Headteacher
Pupil premium lead	Kisshana Wilson, Head of School
Governor / Trustee lead	Ruth Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,090.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,090.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

Every disadvantaged pupil will make strong, sustained progress from their starting points so they can reach their full potential, narrowing the attainment gap with non-disadvantaged peers and with national expectations. Disadvantaged pupils will leave each key stage confident in reading (decoding and comprehension), mathematics (fluency, reasoning and problem solving), and oral language — equipped with the social, emotional and self-regulation skills to succeed. Barriers linked to SEND, EAL and trauma will be identified early and addressed through evidence-informed teaching, high-quality targeted support and proportionate wider strategies so disadvantage does not determine outcomes.

How the strategy works towards those objectives

The strategy places high-quality teaching at it's centre while layering targeted interventions and pastoral/wider offers to respond to specific needs. We use evidence (primarily Education Endowment Foundation (EEF) guidance) to select approaches most likely to accelerate disadvantaged pupils in our context. All activity is driven by robust, frequent diagnostic assessment and short implementation cycles (plan–do–review each half term), and evaluation of impact for disadvantaged pupils.

We know that reading is the key skill which underpins all academic success, and the teaching of this is our core purpose as a school. However, we recognise that our pupils from disadvantaged backgrounds may not always have had the early childhood experiences needed to give them a positive start to their journey as readers, so we aim to ensure that all our children who are entitled to pupil premium receive the highest levels of intervention and support with reading and phonics. Through this, we intend that they all leave Key Stage 1 as fluent readers with the reading skills they need to access all areas of the curriculum.

To foster success, we must address needs in every area of the child's development, and we firmly believe in considering each child as a whole person. It is our aim to proactively provide our pupils from disadvantaged backgrounds with support to promote good mental health and wellbeing, to understand their own emotions and how to regulate them and to feel safe and valued in school.

Overall, the aim of this strategy is to outline how our pupil premium and recovery premium funding will be used to achieve these objectives and to make the very best provision for our disadvantaged pupils so that they flourish and excel in every area of their learning and development.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge, attainment and progress gaps Assessments, observations and internal data indicate that some disadvantaged pupils continue to have gaps in knowledge, understanding, vocabulary and fluency. These gaps can affect pupils' ability to retain and recall prior learning, apply knowledge independently and make accelerated progress. This remains particularly important at key transition points and in examination year groups, where timely intervention is needed to secure strong outcomes.
2	Attendance and punctuality, including EBSA Attendance data indicates that attendance among disadvantaged pupils remains lower than for their non-disadvantaged peers. Lower attendance reduces access to high-quality teaching, limits opportunities for feedback and intervention and can compound gaps in knowledge, confidence and wellbeing.
3	Learning behaviours, self-regulation and engagement Some disadvantaged pupils require additional support to develop the learning habits needed to succeed, including high levels of participation, resilience, independent practice, homework completion and positive Commitment to Learning (behaviour). Where pupils struggle with engagement, motivation or self-regulation, this can affect progress, behaviour, attendance and readiness to learn.
4	Language, oracy and vocabulary development Assessments and teacher observations indicate that some disadvantaged pupils have less developed vocabulary, oracy and articulacy than their peers. This can limit their ability to access complex texts, express ideas precisely, participate confidently in discussion and demonstrate understanding in extended written responses. This is relevant across phases, from early language development to academic vocabulary at secondary level.
5	Access to enrichment, cultural capital and future pathways Some disadvantaged pupils have fewer opportunities outside school to access enrichment, cultural experiences, careers guidance, university access programmes, performing arts, sport, leadership and wider personal development. Without deliberate support, this can limit confidence, aspiration, contextual understanding and readiness for future education, employment or training.
6	Wellbeing, mental health and safeguarding Assessments, observations and discussions with pupils and families indicate that anxiety, low self-esteem, emotional regulation, social difficulties and wider family pressures can present barriers to learning for some disadvantaged pupils. These needs can affect attendance, behaviour, relationships and academic confidence, requiring both

	universal provision and targeted pastoral, mentoring or specialist support.
7	SEND, inclusion and access to specialist support A proportion of disadvantaged pupils also have SEND or additional needs, meaning barriers to learning can be compounded. The numbers of students requiring intervention from the Inclusion Team has significantly risen in the last few years in-line with national and local trends. These pupils may require carefully planned adaptations, specialist teaching, LSA support, therapeutic input, alternative approaches, EBSA support or personalised pathways to access the curriculum and make strong 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
Disadvantaged pupils make strong progress from their starting points and gaps in attainment narrow across reading, writing and maths.	Reading, writing and maths outcomes show an increasing proportion of disadvantaged pupils meeting or exceeding age-related expectations. Internal assessment, statutory outcomes and moderation show that disadvantaged pupils make accelerated progress from their starting points. The gap between disadvantaged and non-disadvantaged pupils narrows across EYFS, KS1 and KS2.
Pupils will have a breadth of experiences that enable them to contextualise their learning.	Participation in enrichment activities, trips, clubs, sport, arts, cultural opportunities and wider personal development increases among disadvantaged pupils. Barriers to participation are identified and reduced. Pupils can talk about experiences that have broadened their knowledge, confidence, aspirations and sense of belonging.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Overall absence decreases and attendance for disadvantaged pupils improves year on year. The gap in attendance between disadvantaged and non-disadvantaged pupils continues to narrow, with a reduction in persistent absence among disadvantaged pupils. Regular SLT monitoring, alongside targeted support for families, leads to

	improved attendance and punctuality for identified pupils. Attendance for disadvantaged pupils is at least in line with, or shows clear progress towards, national.
Pupil wellbeing, confidence, independence and readiness to learn improve, particularly for disadvantaged pupils.	Pupil surveys show that children feel supported and that barriers are identified and alleviated where possible. Pupils receiving additional social, emotional and mental health support show improvement in learning behaviours, social skills, confidence, independence, attendance or engagement.
A strong culture of safeguarding and inclusion ensures disadvantaged pupils are safe, supported and able to access learning.	Pupils know who to speak to if they need help and report that they feel safe and supported. The graduated approach is used to identify barriers and plan effective support. Disadvantaged pupils, including those with SEND or SEMH needs, can access academic work, participate in school life and make good or accelerated progress from their starting points.

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: £9,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seek out and utilise specialist advice in relation to the adaptation of the maths curriculum and provide release and training for the curriculum leader in implementing this across the school.	Research summarised by NCETM suggests that meeting the needs of all learners through our maths curriculum 'requires ensuring that both (i) when a pupil is slow to grasp an aspect of the curriculum, he or she is supported to master it and (ii) all pupils should be challenged to understand more deeply'. Specialist input is needed to support us is ensuring this is embedded within our curriculum. https://www.ncetm.org.uk/features/how-can-we-meet-the-needs-of-all-pupils-without-differentiation-of-lesson-content-how-can-we-record-progress-without-levels/ Research carried out by the EEF shows the effectiveness of manipulatives in the teaching of maths. This is to be a key aspect of our new, bespoke maths curriculum. Specialist input will enable us to ensure that this is implemented effectively: https://educationendowmentfoundation.org.uk/news/five-ways-manipulatives-can-be-used-to-develop-mathematical-understanding	1
Deliver training to all staff on adaptive teaching strategies and monitor the impact of this to ensure that learning is accessible to all, and all pupils make rapid progress.	Research carried out by the EEF shows the importance of adaptive teaching and adjusting teaching to match pupil need in securing pupil success in learning. The shift to adaptive teaching: A research-informed guide : My College	1, 7

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

Budgeted cost: £24,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Little Wandle small group sessions daily in order that all pupils receive targeted input appropriate to their stage of learning within the programme and therefore make rapid and sustained progress in reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_Framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4
Provide intervention support for pupil premium pupils with SEND to ensure good progress and attainment, and delivery of personalised curriculum (not funded exclusively by pupil premium - some funding taken out of schools block to supplement support for disadvantaged pupils).	Research by the EEF shows that intervention delivered a Teaching Assistant is effective in supporting pupil progress, particularly where this support is targeted and involves intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	7

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

Budgeted cost: £19, 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all relevant staff receive training to deliver the ELSA programme, and that they have the resources, space and time to carry out this intervention for 2 afternoons per week each.	Various research shows that the ELSA programme has a variety of benefits, including having a positive impact on children's self-efficacy beliefs, improving children's confidence and raising children's levels of engagement with school: https://www.elsanetwork.org/elsa-network/other-research/	6
Provide Play Therapy provision (Work Experience Clinical Placement/ Course Requirement)	A range of research, carried out and/or collated by the Anna Freud Centre, demonstrates the positive impact of therapeutic intervention on children's mental health and wellbeing: https://www.annafreud.org/research-and-policy/research-policy/	6
Ensure that staff responsible for attendance (Head of School and Attendance officer) are allocated a dedicated timeslot within each week to implement the Local Authority's suggested	Evidence shows clear links between attendance, attainment and behaviour. The Local Authority's 12-point plan for improving attendance is based on the EEF document 'Supporting School Attendance': https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	2

12-point attendance plan to improve attendance. Allow time for meetings with parents and carers, additional referrals to EWO and home visits where needed to target persist absenteeism.		
Support familys of pupil premium pupils with the cost of clubs and trips, including school journey, to ensure that all pupils have access to opportunities that will help develop their confidence, independence and understanding of the wider world. Fund enhanced levels of staffing where needed to support safe and equitable attendance on trips and outings.	Research indicates that school trips significantly boost children's wellbeing and engagement, with studies showing a 60% increase in wellbeing and a 60% increase in engagement compared to a typical school day. These trips also enhance children's attention and memory retention, and support social development. The Hyundai Great British School Trip initiative, conducted by Hyundai Motor UK, highlights the importance of school trips in improving student wellbeing, confidence, and emotional engagement with learning. 'Trips are the thing we all remember from our school days': The learning value of school trips for children with special educational needs from the perspective of primary school teachers	5, 6

Total budgeted cost: £ 46090

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Outcome
Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for P	Overall, this target was achieved. Attainment of pupil premium children at the end of academic year 2025-2026 was as follows. Percentage: of pupils working at or above ARE Maths: Year 1 100%, Year 2 100%, Year 3 80%, Year 4 80%, Year 5 86% Reading: Year 1 100%, Year 2 100%, Year 3 80%, Year 4 100%, Year 5 86% Writing: Year 1 100%, Year 2 100%, Year 3 60%, Year 4 80%, Year 5 86% This data demonstrates that the vast majority of pupil premium children (and in some cases, all PP children) are working at age-related expectations.
Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning.	Overall, this target was achieved. Pupils across the school are observed to demonstrate higher levels of confidence in their learning, as evidenced through their increased willingness to undertake new challenges, resilience within their learning and greater expectations of themselves and their work.
Pupils eligible for PP are given opportunities to develop language and a greater range of vocabulary in spoken and writing skills.	Overall, this target was achieved. Through the delivery of nurture groups and language for thinking interventions, pupils with needs linking to speech, language and communication were supported to develop their speaking and listening. Within language screen assessments, those children targeted for these interventions made an average of 2 steps of progress (ie from Level A to Level C), demonstrating the effectiveness of this approach in supporting children to develop both their expressive and receptive language. In relation to high quality whole-class teaching, strategies introduced to support vocabulary development were highly successful, resulting in targeted pupils increasing their vocabulary and learning a range of new words. This can ultimately be seen within the attainment of pupils in reading and writing, as below.
Pupils eligible for PP have access to enrichment opportunities and other	Overall, this target was achieved. All disadvantaged pupils were enabled to access the Year 6 school journey,

opportunities to boost confidence, well-being and expectations for learning	which had an immensely positive impact on their confidence, independence and resilience. Other pupils across the school were able to attend clubs and trips, which also supported their learning and enabled them to have experiences that they would not usually have access to outside of school. This, in turn, resulted in a strong sense of wellbeing through enjoyed shared experiences with their peers.
More able pupils eligible for PP have access to targeted teaching and opportunities in school to enable them to reach greater depth/ mastery.	Overall, this objective was achieved. For example, 60% (3/5) of the pupil premium children in Year 4 were working at greater depth in reading and maths. This is typical of attainment across the school and curriculum, reflecting the significant numbers of disadvantaged pupils now achieving mastery/greater depth.
Pupils eligible for PP regularly attend school, enabling them to be successful learners	This objective was partially achieved. Targeted pupils within this group had significantly higher levels of attendance than the previous academic year, resulting in greater access to the curriculum and fewer gaps in learning. However, the overall percentage of attendance for pupil premium children was slightly lower than the previous year, highlighting the need to further focus on this area during academic year 2026-2027.