

# **HOMEFIELD PRIMARY SCHOOL & SSC**

## **Aiming high together**



## **Pupil Premium Strategy (Statutory)**

**Reviewer: J Himsworth**

**Reviewed and approved by Full Governors: 10/12/2025**

**Next Update: December 2026**

# Pupil premium strategy statement – Homefield Primary

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
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Di South
Pupil premium lead	Jez Himsworth
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,526
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£226,526

# Part A: Pupil premium strategy plan

## Statement of intent

At Homefield Primary, every child deserves the chance to succeed, regardless of background or challenges. Our goal is for disadvantaged pupils to achieve at or above national averages, equipped with the skills, knowledge, and confidence needed for lifelong success. Guided by our motto, "Aiming high together," we are committed to supporting all pupils, especially the most disadvantaged, both academically and socially. We seek to ensure disadvantaged pupils feel included and valued in our school community by fostering a positive, aspirational environment that avoids stigma and promotes equal opportunities for all.

Our strategy focuses on high-quality teaching, grounded in evidence-based practices and cognitive science, to drive achievement for all. Robust assessment systems help us identify learning barriers, monitor progress, and address gaps. Targeted interventions and wider strategies, ensure sustained progress for both disadvantaged and non-disadvantaged pupils.

We take an equitable approach, seeking to allocate resources, support and interventions in a way that every disadvantaged pupil receives what they need to succeed. We understand that advantage and disadvantage accumulate over time creating a gap beyond that which is purely academic. Pupils are impacted by everything they have interacted with; their (positive / negative) interactions, (supported / unsupported) opportunities and (rich / lack of) experiences over time. The result is that only an equitable approach has a chance of offering individual children what they need. Therefore, our strategy goes beyond academic attainment to consider social, emotional, and physical wellbeing.

### Key Actions to Ensure Success:

Whole-school commitment to high expectations and collective responsibility

A focus on high-quality teaching for all

Early identification and timely intervention

Consistent support and challenge for all learners

Ongoing review of our curriculum to keep it ambitious and inclusive

Ensuring a sense of belonging for all

Underpinning the drive to reduce the attainment gap, seek to narrow the gap in life experiences and opportunities between disadvantaged pupils and their more advantaged peers

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social and Emotional wellbeing and confidence:</b> Our assessments, observations and discussions show that our Pupil Premium children are disproportionately affected by multiple factors affecting social and emotional wellbeing including – SEND, self-regulation, safeguarding and child-protection, mental-health and wellbeing, sense of belonging, family and home environment stressors – eg food insecurity. A large proportion of children enter Early Years not school ready leading to difficulties with self-regulation.
2	<b>Academic Attainment:</b> Our assessments, observations and discussions show that our Pupil Premium children are disproportionately affected by multiple factors impacting academic attainment including – SEND, attendance, gaps in knowledge, parental engagement, homework challenges and the digital divide, limited access to enrichment eg experiences and opportunities. The majority of children enter Early Years at below expected standard.
3	<b>Phonics and Reading:</b> Our assessments, observations and discussions show that our Pupil Premium children often face unique challenges in learning phonics, which can hinder their reading development. Limited access to books and reading support at home means they may lack early exposure to language, making it harder to grasp letter-sound relationships and build phonemic awareness. Additionally, inconsistent school attendance or early gaps in foundational skills can disrupt their progress, making it difficult to catch up with peers. Without targeted support, these pupils may struggle to master phonics, impacting their confidence and ability to read fluently, which is critical for success across all subjects. A high proportion of disadvantaged children enter Early Years with limited book skills and early reading development. In KS2, disadvantaged children are disproportionately impacted by poor reading diet including access to a range of books.
4	<b>Language deficit:</b> Our assessments, observations and discussions show that our Pupil Premium children often encounter a language deficit, where limited exposure to vocabulary, complex sentence structures, and rich language interactions outside school puts them at a disadvantage in school. Disadvantaged pupils in the early years often face challenges in developing oracy and early listening skills due to limited exposure to rich language environments, reduced opportunities for meaningful interactions, and the impact of socioeconomic factors on early communication development. This gap affects their ability to comprehend instructions, express ideas, and engage with age-appropriate texts, impacting both reading comprehension and overall academic performance. Without targeted interventions to build vocabulary and language skills, these pupils may struggle with verbal reasoning and critical thinking tasks, which can hinder their confidence and progress in all areas of learning.
5	<b>Attendance:</b> Our school attendance data highlights a concern regarding both persistent absenteeism and lower attendance percentages overall. This has a significant impact on multiple areas covered in this strategy, impacting curriculum equity, attainment and wellbeing – meaning that this remains a key area to address.

## 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
<p><b>Social and Emotional Wellbeing and Confidence</b></p> <p><i>The children at Homefield (especially the disadvantaged) have their social and emotional wellbeing needs met, demonstrating increasing engagement and confidence.</i></p>	<p>Disadvantaged pupils show improved emotional regulation and resilience, as evidenced by reduced behaviour incidents and positive feedback from staff.</p> <p>Engagement levels of disadvantaged pupils in class activities and extracurricular opportunities increase, with consistent participation and enthusiasm observed.</p> <p>Pupil voice surveys and well-being assessments indicate a significant rise in feelings of inclusion, belonging, and confidence within the school community.</p> <p>Targeted interventions, such as Kim's Group, counselling, or social skills programs, demonstrate measurable progress in pupils' emotional and social development.</p>
<p><b>Inclusion and Belonging</b></p> <p><i>The overwhelming majority of PP children feel that they belong at Homefield and take an active role in engaging with school, including wider school opportunities – eg clubs.</i></p> <p><i>The overwhelming majority of PP pupils</i></p> <ul style="list-style-type: none"> <li>• attend at least one club (registers)</li> <li>• feel they belong at Homefield and are provided with exciting and positive experiences (pupil voice)</li> <li>• attend trips – especially residential</li> <li>• wear uniform</li> <li>• represent school – competition and performance</li> <li>• pupil leadership roles</li> </ul>	<p>Pupil voice data show that PP children are over-represented in key areas of engagement -</p> <ul style="list-style-type: none"> <li>• Club attendance register.</li> <li>• Representing school – sport / music</li> <li>• Pupil leadership roles</li> </ul>
<p><b>Academic Attainment:</b></p> <p><i>Achieve at least in-line with national average as a school (within context of high SEND cohort). Raise attainment of disadvantaged so that their progress is in line with national for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> <li>• Whole-school attainment meets or exceeds national averages, with progress closely monitored and adjustments made to support the high SEND cohort effectively.</li> <li>• Disadvantaged pupils demonstrate progress that is at least in line with national averages for disadvantaged pupils, as evidenced by internal and external assessment data.</li> <li>• Attainment and progress gaps between disadvantaged pupils and their peers narrow</li> </ul>

	<p>significantly, with clear upward trends in performance over time.</p> <ul style="list-style-type: none"> <li>Targeted interventions for disadvantaged pupils show measurable impact, with regular reviews indicating sustained progress.</li> </ul> <p><b>Key points of assessment</b></p> <ul style="list-style-type: none"> <li>End of Early Years – GLD</li> <li>Year 1 phonics test</li> <li>Year 4 MTC</li> <li>Year 6 SATS</li> </ul>
<p><b>Phonics and Reading</b></p> <p><i>Phonics: ensure children develop strong early reading skills as a foundation for future academic success.</i></p> <p>and</p> <p><i>Reading: ensure that at least 80% of disadvantaged pupils (Pupil Premium) regularly engage in reading for pleasure, as evidenced by participation in reading initiatives and surveys – AR targets, while also achieving a measurable reduction in the attainment gap in reading outcomes.</i></p>	<p>Disadvantaged pupils will achieve phonics outcomes in line with or exceeding national averages, ensuring they develop strong early reading skills as a foundation for future academic success.</p> <p>High-quality, evidence-based phonics instruction, targeted interventions (including KS2 catch-up), and regular assessment will close attainment gaps, fostering confidence and fluency in reading for all pupils.</p> <p>In KS2 catch-up, regular assessments identify gaps leading to adaptation of phonics teaching and accelerated progress.</p> <p>Additional reading opportunities in class are provided for disadvantaged pupils as appropriate. Fluency interventions support closing the gap.</p> <p>Disadvantaged pupils will engage with a rich, diverse, and challenging reading diet, fostering a love of reading and ensuring their vocabulary, comprehension, and fluency skills develop in line with or exceeding age-related expectations.</p> <p>Disadvantaged pupils reading targets are overwhelmingly met.</p>
<p><b>Language Deficit</b></p> <p><i>Disadvantaged pupils will overcome language deficits through targeted support and enriched language experiences, enabling them to develop vocabulary, communication skills, and comprehension in line with their peers, supporting success across the curriculum.</i></p>	<ul style="list-style-type: none"> <li>Classroom practice include – stem sentences, paired talk, opportunities for oral rehearsal, pre-teaching of vocabulary and vocabulary / word mats</li> <li>Classroom observations and teacher feedback indicate increased participation and confidence in speaking, listening, and collaborative activities.</li> <li>Pupils' written work reflects a broader and more sophisticated use of vocabulary, indicating transfer of language skills across the curriculum.</li> </ul>
<p><b>Attendance:</b></p> <p><i>Reduce persistent absence for PP pupils.</i></p> <p><i>Increase attendance overall for PP pupils.</i></p>	<p>Sustained high attendance from 2026 / 27 demonstrated by</p> <ul style="list-style-type: none"> <li>The overall attendance rate for all pupils being @95%+</li> <li>The attendance gap between disadvantaged pupils and their non-</li> </ul>

	<p>disadvantaged peers being reduced to under 2% (but at least in line with disadvantaged nationally)</p> <ul style="list-style-type: none"> <li>Case studies to show the impact of strategies on persistent absenteeism</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogical teaching across the school</i>  <i>This will include CPD for all staff and for new and ECT teachers complimenting the ECF</i>  <i>Purchase of resources such as reading books and CPD/release time for staff</i></p>	<p>Strong evidence base that suggests oral interventions and strategies/interventions are inexpensive to implement with high impact on reading ie Echo Reading, Guided Reading, Oral language interventions and Emotional literacy strands</p> <ul style="list-style-type: none"> <li><a href="https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/blog/early-find- ings-ks2- reading-fluency-project</a></li> <li>Rasinski &amp; Nageldinger (2016) The Fluency Fac- tor: Authentic Instruction and Assessment for Reading Success in the Common Core Class- room, Teachers College Press</li> <li>Heitin (2015) Reading Fluency Viewed as Ne- glected Skill, Education Week, <a href="http://www.ed- week.org">http://www.ed- week.org</a></li> </ul>	2,3,4
<i>Embedding Cognition</i>	<p><u>Cognitive science</u> research-based strategies identified: dual-coding, interleaving, spaced practice, retrieval practice.</p> <p><u>EEF</u></p> <p>There is evidence-based research that disadvantaged pupils have less working memory capacity resulting in cognitive overload.</p> <p><u>Closing the Attainment Gap</u></p>	2,3,4
<i>Embedding Metacognition and self-regulation</i>	<p>Evidence suggests the use of 'metacognitive strategies' – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils (EEF)</p>	2,3,4
<i>Embed Little Wandle – especially for phonics catch-up in KS2 to secure stronger phonics learning. This includes high</i>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Phonics has a positive impact overall (+5 months EEF Toolkit) with very extensive evidence and is an important component in the</p>	2,3,4

<i>quality CPD, Assessment.</i>	development of early reading skills, particularly for children from disadvantaged backgrounds.	
<i>Embed Rosenshine's Principles as a core model for teaching and learning</i>	Cognitive Science and Memory: Rosenshine's emphasis on reviewing prior learning and breaking material into smaller steps is grounded in cognitive load theory, which highlights the importance of reducing working memory strain (Sweller, 1988).	2,3,4
<i>Establish Instructional Coaching</i>	In terms of impact on pupil outcomes, instructional coaching has a better evidence base than any other form of CPD. <a href="#"><u>Four reasons instructional coaching is currently the best-evidenced form of CPD.</u></a>	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutorial Programme (KS2)	The class teacher is best placed to deliver targeted support intervention in their class due to relationship, knowledge of the pupil, the ability to link the learning to in class learning and accountability. This model allows for teachers to lead the intervention whilst ensuring provision can be given to mitigate the loss of PE and music curriculum through specialist teachers leading clubs in these areas for those who have missed the curriculum time. <a href="#"><u>EEF small group tuition</u></a> states that small group tuition is effective and that 'Once group size increases above six or seven there is a noticeable reduction in effectiveness.'	2,3,4
Homework	Submission of homework has declined for all. For pupil premium children, they are 3 x more likely to rarely or never submit homework. The EEF toolkit reports low impact of homework in primary schools. However, it also reports that schools whose pupils do homework tend to be more successful. There is some evidence that when homework is used as focused intervention, it can be effective in improving student's attainment for primary pupils. Therefore, the review of homework will look at ways to make homework tasks more targeted / bespoke – eg directing individual pupils to priority tasks	2,3,4
Homework Club	Submission of homework has declined for all. For pupil premium children, they are 3 x more likely to rarely or never submit homework. Encouraging engagement from some families (particularly disadvantaged) has not had the required impact historically (due to	2,3,4

	engagement and ability). Therefore, offering targeted children a quiet space; access to technology / resource; adult support is designed to 'level-up' for PP children.	
Number Counts	Number Counts is a targeted mathematics intervention program designed to support primary school pupils who are struggling with foundational numeracy skills. The program aims to close the gap in mathematical understanding for children at risk of falling behind their peers by providing intensive, personalised support. It is particularly effective for disadvantaged pupils, ensuring they build confidence and competence in essential math skills.	2
Literacy Catch-Up		2,3,4
Numbots	Pupils with gaps in their place value knowledge are less confident within Maths lessons and perform less well on these categories in termly tests. An engaging, little and often approach is required to help plug these gaps without impacting negatively on current coverage within Maths lessons. It is important that interventions motivate pupils, as identified in the EEF guidance into improving Mathematics in Key Stage 2 and 3. There is an increased focus on this within Y3 and a lower benchmark for children to engage with this compared to further up the school as early starts for interventions are recommended by the EEF within the aforementioned guidance. As stated in the EEF guidance into effective use of Digital Technology, this technology can play a role improving assessment and feedback – it does this by providing children with instant feedback on their questions and allowing teachers to track pupil performance including identifying tricky areas for children, which may require further support.	2
Number Stacks	3x week intervention led by TA Number Stacks is a structured, hands-on intervention program designed to support primary school pupils in developing and mastering foundational mathematical concepts. It is particularly effective for children who struggle with number skills or have gaps in their mathematical understanding. The intervention uses a system of physical resources and activities to build a concrete understanding of mathematical ideas before moving to abstract concepts.	2
Rapid Maths	Rapid Maths is a targeted intervention program designed to help primary school pupils who are struggling with mathematics catch up with their peers. It is particularly effective for pupils working below age-related expectations, including those with gaps in their mathematical understanding or those requiring additional support in key areas.	2
Little Wandle KS2 Catch-up	Little Wandle KS2 Catch-Up is a targeted intervention program designed to support children in Key Stage 2 (KS2) who are struggling with reading. It is part of the Little Wandle Letters and Sounds Revised scheme, which is a comprehensive synthetic phonics program. The KS2 Catch-Up provision focuses on helping	3,4

	older pupils who have gaps in their phonics knowledge and are not yet fluent readers.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality of social and emotional learning</i>	<p>FESO – works collaboratively with families and outside agencies. Children participate in social and emotional learning opportunities and interventions.</p> <p>Learning mentors support children to access the curriculum  <a href="https://d2tic4wvo1usb.cloudfront.net/eef-guidance-reports/primary-_sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1usb.cloudfront.net/eef-guidance-reports/primary-_sel/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Forest and Beach Schools – build resilience, acquisition of real life skills and wellbeing.</p>	1,5
<i>Nurture Class</i>	<p>A small class environment designed to support and address SEMH needs.</p> <p>Research has consistently shown that nurture groups help children develop stronger emotional regulation and social interaction skills. This is achieved through:</p> <ul style="list-style-type: none"> <li>• Small group settings with predictable routines.</li> <li>• A focus on building trusting relationships with adults and peers.</li> </ul> <p>Evidence: Studies by the Nurture Group Network and researchers such as Cooper &amp; Tiknaz (2007) highlight significant improvements in social and emotional skills among pupils attending nurture classes.</p>	1,2,4
<i>Fund school trips and residential</i>	<p>If finances become a barrier to children attending school trips and residential, this further exacerbates widening the gap of positive educational experiences for disadvantaged pupils.</p> <p>Part of the EEF tiered support – wider strategies</p>	1,2,5
<i>Subsidise school uniform</i>	<p><i>'Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community.'</i></p> <p><a href="https://mentallyhealthyschools.org.uk">mentallyhealthyschools</a></p> <p>This is particularly true for disadvantaged pupils 'On average..., disadvantaged students were 7.7 percentage points less likely than advantaged students to report that they feel that they belong at school.' <a href="https://www.oecd-ilibrary.org/pisa/PISA_2018_Social_Belonging.pdf">PISA</a></p> <p>Uniform is a key part of belonging at school – typically, where pupils are disengaged or present negative behaviours, their wearing of uniform is not in line with school policy.</p>	1,5

Learning Mentor – Attendance	<p><a href="#">Research</a> into both school absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school, play truant and underachieve than their peers who come from more favourable social and economic home backgrounds. At Homefield, pupil premium children are twice as likely to be persistent absentees. Leadership and learning mentor focus will support targeted intervention.</p>	5
Breakfast club	<p>The EEF advises that schools considering implementing breakfast clubs should consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance. This is a key driver of the implementation of free places for PP children.</p>	1,5
Club attendance – PP targeting and priority places	<p>After-school clubs can improve the academic performance and social skills of children from disadvantaged backgrounds, research shows.</p> <p><a href="#">The study of 6,400 children</a> in England found that those who took part in organised sports and physical activities at the ages of five, seven and 11 were almost one and a half times more likely to reach a higher than expected level in their Key Stage 2 maths test at the age of 11.</p> <p>Disadvantaged children who attended after-school clubs also fared better than their peers who did not take part.</p>	1,5
Promoting gift and talent – music and sport	<p><a href="#">The impact of physical education and sport on education outcomes</a> includes: achievement, cognitive function, behaviour, social, attendance.</p> <p>While music touches the lives of all young people, the disadvantaged can benefit most. Music helps bind pupils into the wider life of the school.</p> <p><a href="#">The importance of music.</a></p> <p>Risk factors identified by the <a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a> include</p> <ul style="list-style-type: none"><li>• no or limited experience of cultural activities (theatre, art galleries, music, dance)</li><li>• no or limited experience of belonging to out of school clubs or community associations, activities</li><li>• Affected by deprivation in community environment (rural/urban/city), e.g.</li><li>• limited amenities (e.g. theatres, art galleries, sports facilities, libraries, youth organisations)</li></ul>	1,5

Every Child Should – 50 things to do in Worthing.	Inspired by Dan Nicholls article <a href="#"><u>What if we are the hope and we fail?</u></a> , we recognise that underpinning the ‘disadvantaged achievement gap’ is a gap in opportunity and experience for disadvantaged children. This project seeks to engage with the local community in developing a Worthing ‘offer’ of what experiences and opportunities should be accessible for all children regardless of background. It seeks to ensure that barriers to engagement are removed.	1,4,5
Homefield Behaviour Policy – consistency / therapeutic Behaviour Lead	A therapeutic behaviour approach in primary schools prioritises understanding and addressing the emotional and social needs underlying challenging behaviours, rather than relying solely on punitive measures. Research highlights numerous benefits, including improved emotional regulation, stronger relationships between pupils and staff, and a reduction in disruptive incidents. By focusing on trauma-informed and restorative practices, this approach fosters a sense of safety and belonging, essential for learning. Studies have shown that therapeutic approaches enhance self-esteem and resilience, leading to better engagement in class and improved academic outcomes. Additionally, schools adopting these methods report lower rates of exclusions and increased staff confidence in managing behaviour constructively.	1,5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*