



Halling Primary School: Pupil Premium Strategy Statement 2025-2026

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 and how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School Name	Halling Primary School
Number of Pupils in School	395 (July 25)
Proportion (%) of pupil premium eligible pupils	17% (July 25) (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 (Year 1 of 3) 2026/2027 2027/2028
Date this statement was published	July 2025 (Year 1 of 3)
Date on which it will be reviewed	July 2026
Statement Authorised by	Tim Muggridge Executive Headteacher
Pupil Premium Lead (Maternity Cover)	Lisa Taylor Headteacher
Governor / Trustee Lead	Ethos and Welfare Committee

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220 Based on 64 pupils
Recovery premium funding allocation this academic year	£0
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	£102,220

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Halling Primary School our vision is clear: Learning for Life.

All pupils are encouraged to become good citizens following our Core Values and Golden Rules. There is a firm belief from all stakeholders in educating the whole child: developing all pupils in their academic, emotional and social wellbeing whilst improving their cultural capital.

Our intention is that all pupils, irrespective of their background or the challenges they face, flourish. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality, adaptive teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to ensure that the daily diet for disadvantaged pupils is highly effective so that they can access learning and wider opportunities with appropriate support and challenge in every lesson across our curriculum.

To ensure our approach is 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 Attendance	2024-2025 attendance data shows that persistent absence (<90%) (among disadvantaged pupils was 4% lower than for non-disadvantaged pupils. In 2023-2024, this figure was 5.2%. In 2022-2023, this figure was 6.5%. <table><tr><th>2024-2025 Attendance Data</th><th>% Disadvantaged PA <90%</th><th>% Non – Disadvantaged PA <90-%</th></tr><tr><td>Term 1</td><td>75.0 (25)</td><td>84.6 (28)</td></tr><tr><td>Term 2</td><td>77.6 (34)</td><td>82.8 (56)</td></tr><tr><td>Term 3</td><td>76.9 (33)</td><td>81.9 (60)</td></tr><tr><td>Term 4</td><td>82.3 (32)</td><td>82.7 (87)</td></tr><tr><td>Term 5</td><td>73.2 (21)</td><td>79.3 (55)</td></tr><tr><td>Term 6</td><td>tbc</td><td>tbc</td></tr><tr><td>Terms 1 - 6</td><td>81.2</td><td>85.2</td></tr></table> Attendance for disadvantaged pupils in 2024-25 (to the end of Term 5) was 89.9% compared to 95.3% for non-disadvantaged pupils. Our assessments and observations continue to indicate that persistent absence negatively impacts disadvantaged pupils’ progress and attainment over time. Whilst we are in line with the national average for overall attendance, there is nevertheless a strong desire to close the internal gap in attendance rates, including persistent absence where there is a clear discrepancy (4%).	2024-2025 Attendance Data	% Disadvantaged PA <90%	% Non – Disadvantaged PA <90-%	Term 1	75.0 (25)	84.6 (28)	Term 2	77.6 (34)	82.8 (56)	Term 3	76.9 (33)	81.9 (60)	Term 4	82.3 (32)	82.7 (87)	Term 5	73.2 (21)	79.3 (55)	Term 6	tbc	tbc	Terms 1 - 6	81.2	85.2
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2 Writing Attainment	Assessments and observations indicate that disadvantaged pupils generally have lower levels of writing (EXS) attainment than their peers. Most of our pupils, including the disadvantaged, achieve GLD in EYFS. Discrepancies open however, as pupils progress through the school where the role of wider reading, direct experiences and a richer vocabulary come into play and are key factors to all pupils achieving writing success across the curriculum.																								
3 Wellbeing	Our assessments, observations and discussions with pupils and their families continue to identify social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and notably impact their attainment. In 2024-2025 (Term 5), Halling's Pastoral & Senior Mental Health Lead worked with 93 children of which 19% were disadvantaged. This was for emotional and wellbeing support.																								
4 MTC Attainment	Assessments and observations indicate that disadvantaged pupils generally underperform in Year 4 Multiplication Tables Check (MTC) compared to their peers. Most of our pupils, including the disadvantaged, achieve GLD in EYFS. Discrepancies open however, as pupils progress through the school where the emphasis of multiplication and times tables is inconsistent between year groups. In 2024-2025, the number of Year 4 pupils achieving full marks (25/25) in the MTC was 10% below the national average.																								

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2028)**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
High attendance levels to school.	2027-2028 evidence on high attendance to include: • The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow and is at or below Medway averages. • Persistent absence among disadvantaged pupils to continue to decrease and by at least 2%.
Improved EXS and GDS writing attainment for disadvantaged pupils.	2027-2028 outcomes demonstrate: • Attainment for disadvantaged pupils is in line with or above the national average for EYFS Writing and KS2 Writing outcomes. • Attainment for disadvantaged pupils is in line with attainment for all pupils at Halling, with small discrepancies.
Maintain academic, emotional and social wellbeing for all pupils, particularly our disadvantaged.	2027-2028 evidence on wellbeing to include: • Qualitative data from pupil voice, pupil and parent/carers surveys and teacher observations • Maintained participation in enrichment activities for all pupils, particularly our disadvantaged.
Improved MTC outcomes for all pupils, particularly our disadvantaged.	2027-2028 outcomes demonstrate: • The attainment gap against national for all pupils including the disadvantaged is narrowed.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,110

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Quality First Teaching in all classes and year groups.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	1, 2, 3 and 4
Use of Kagan Structures will continue to be developed and embedded in all classes and year groups. Kagan Ambassadors in place to share good practice across the school.	“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.” <i>(EEF: Collaborative Learning Approaches)</i> “Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.” <i>(Kagan Online)</i>	2, 3 and 4
Embed the Rosenshine Principles of Instruction/ Sherrington’s Thematic Interpretation in relation to Questioning: • Ask Questions • Check for Student Understanding	The Principles of Instruction are underpinned by research in cognitive science, master teachers and cognitive supports. “Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.” <i>(EEF: Cognitive Science Approaches in the classroom)</i>	2 and 4
Develop the Rosenshine Principles of Instruction/ Sherrington’s Thematic Interpretation in relation to Sequencing Concepts and Modelling: • Present New Materials Using Small Steps • Provide Models • Provide Scaffolds for Difficult Tasks		2 and 4

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

Budgeted cost: £24,380

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised diagnostic assessment: PiXL. Training for new staff to ensure assessments are interpreted and administered correctly.	“Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.” <i>(Standardised Tests - Assessing and Monitoring Pupil Progress, EEF)</i>	1 and 2
Literacy Gold online reading and spelling programme.	EEF guidance for dyslexia interventions emphasises structured literacy approaches, including phonics, and targeted support for struggling learners. Literacy Gold state that, “after three months, children showed an average improvement of 12 months in their reading age.” <i>(Literacy Gold & EEF)</i>	2
Nurture Clubs to teach pupils explicit skills and strategies to develop their social and emotional wellbeing: • Social Skills Lunch time groups: ‘Restore, Repair, Build’ and ‘Mental Health Champions’ • ‘Time for Toast’	“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.” <i>(Social and Emotional Learning pdf, EEF)</i>	3 and 4
Aim High Writing and Maths Day opportunities.	Research suggests that ‘Aiming High’ programs, which focus on setting ambitious goals and providing targeted support, can improve academic outcomes and perseverance, particularly for students from disadvantaged backgrounds.	2 and 4

Boosters for targeted year groups.	Small group tuition has an average impact of four months' additional progress over the course of a year. "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." (EEF: <i>Small Group Tuition</i>)	2 and 4
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,730

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
'Time for Toast': Breakfast Club specifically aimed at supporting the transition into school for disadvantaged pupils.	"The EEF funded project (Magic Breakfast) that supported schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Although an impact on attainment was not seen for Key Stage 2 pupils, schools that provided a Breakfast Club also saw an improvement in pupil behaviour and attendance. Breakfast Club is also considered to effectively prepare pupils for learning." (<i>Magic Breakfast Report, EEF</i>)	1 and 3
A range of extra-curricular clubs available to all pupils throughout the academic year. School trips and year group enrichment activities.	The EEF suggests that, "outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork." In addition, the EEF states that, "outdoor learning can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these	3

Additional enrichment opportunities to develop skills and talents e.g. music lessons (1-1 tuition), Young Voices etc.	challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.” “The EEF also states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months’ progress. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased wellbeing.” <i>(EEF - Arts Participation)</i>	
Embedding principles of good practice set out in the DfE’s Improving School Attendance Advice. Key members of staff are appointed to work together and as part of Aletheia Academies Trust, Attendance Best Practice Team, to continue to support and improve attendance: • Attendance Officer • Pastoral Lead Introduction of ‘Studybugs’ to improve absence recording.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <i>(DfE)</i>	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3 and 4

Total budgeted cost: £102,220

Part B: Review of Outcomes

Pupil Premium Strategy Outcomes

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

Intended Outcome and Success Criteria	Outcome (July 2026)
High attendance levels to school. The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow and is at or below Medway averages. Persistent absence among disadvantaged pupils to continue to decrease and by at least 2%. <i>To be reviewed in July 2026.</i>	Attendance remained a significant focus throughout the year. Overall school attendance improved to 94.5% by the end of Term 5, exceeding the latest FFT national primary average of 94.3%. Attendance for disadvantaged pupils also improved during the year, reaching 89.1% by the end of Term 5. However, a gap of 6.5 percentage points remains between disadvantaged pupils (89.1%) and their non-disadvantaged peers (95.6%), meaning this objective has only been partially achieved and remains a priority for the next strategy cycle. Persistent absence among disadvantaged pupils reduced compared with previous years, reflecting the positive impact of strengthened attendance systems, including the introduction of Studybugs, closer monitoring by the Attendance Officer and Pastoral Lead, earlier intervention with families and continued partnership working through the Aletheia Academies Trust Attendance Best Practice Team. Despite this improvement, the target of reducing persistent absence by at least 2% has not yet been fully realised, with a small number of pupils with complex medical, SEND and social or emotional needs continuing to disproportionately affect the attendance of the disadvantaged cohort. Attendance will therefore remain a key priority within the 2026–2028 Pupil Premium Strategy, with continued emphasis on early identification, personalised support, multi-agency working and reducing the attendance gap between disadvantaged and non-disadvantaged pupils.

Improved EXS and GDS writing attainment for disadvantaged pupils. Attainment for disadvantaged pupils is in line with or above the national average for EYFS Writing and KS2 Writing outcomes. Attainment for disadvantaged pupils is in line with attainment for all pupils at Halling, with small discrepancies. <i>To be reviewed in July 2026.</i>	Disadvantaged pupils continued to benefit from a range of targeted writing strategies throughout the year, including high-quality adaptive teaching, targeted intervention, Aim High writing opportunities, PiXL assessments and small group tuition. Early evidence is positive. In the Early Years Foundation Stage, 83% of disadvantaged pupils achieved a Good Level of Development, with 89% of all pupils achieving the expected standard in writing, reflecting the strong foundations being established in early literacy. At the time of writing, Key Stage 2 writing outcomes have not yet been published, therefore it is not yet possible to evaluate whether disadvantaged pupils have achieved writing attainment in line with or above national averages, or whether the attainment gap between disadvantaged pupils and their peers has narrowed to the intended level. Final evaluation will be completed once the 2026 KS2 statutory outcomes are released.
Maintain academic, emotional and social wellbeing for all pupils, particularly our disadvantaged. Qualitative data from pupil voice, pupil and parent/carers surveys and teacher observations. Maintained participation in enrichment activities for all pupils, particularly our disadvantaged. <i>To be reviewed in July 2026.</i>	Throughout 2025–2026, the school continued to prioritise the academic, emotional and social wellbeing of all pupils, with a particular focus on disadvantaged children. A range of targeted pastoral interventions, including 'Time for Toast', Restore, Repair, Build, Mental Health Champions, individual pastoral support and nurture provision, enabled pupils to access timely support tailored to their individual needs. During the year, the Pastoral and Senior Mental Health Lead worked directly with 93 pupils, of whom 19% were disadvantaged, providing emotional wellbeing support and early intervention where required. Pupil voice, parent feedback, teacher observations and pastoral records indicate that pupils continued to feel safe, supported and included within school. Disadvantaged pupils were well represented in wider curriculum opportunities and continued to participate in school trips, enrichment activities, extra-curricular clubs, music tuition and whole-school events through financial support provided by the Pupil Premium Grant where appropriate. This has

	contributed positively to pupils' confidence, resilience, sense of belonging and cultural capital. Although the social and emotional needs of some pupils have become increasingly complex during the year, the school's graduated pastoral approach, close partnership with families and effective multi-agency working have ensured that pupils have continued to access appropriate support. Consequently, this objective has been successfully achieved and will remain a priority within the next Pupil Premium Strategy to ensure that disadvantaged pupils continue to flourish both academically and personally.
Improved MTC outcomes for all pupils, particularly our disadvantaged. The attainment gap against national for all pupils including the disadvantaged is narrowed. <i>To be reviewed in July 2026.</i>	Year 4 Multiplication Tables Check outcomes improved significantly in 2026, demonstrating the positive impact of the school's continued focus on multiplication fluency through high-quality adaptive teaching, consistent retrieval practice, targeted intervention and the embedding of the Rosenshine Principles of Instruction. The proportion of pupils achieving full marks increased to 36.2%, compared with 25% in 2025 and 15% in 2024, while the average attainment score increased to 21.5, representing the strongest outcomes achieved by the school since the introduction of the Multiplication Tables Check. In addition, over 75% of pupils achieved a score of 20 or above, demonstrating improved confidence and fluency across the cohort. Whilst these whole-school outcomes are extremely encouraging, the impact for disadvantaged pupils has been more limited. 15.4% of pupils eligible for Pupil Premium achieved full marks, compared with 42.2% of non-disadvantaged pupils, highlighting that disadvantaged pupils continue to be underrepresented amongst the highest attainers. This demonstrates that, whilst the universal improvements to mathematics teaching have successfully raised standards for the cohort overall, additional targeted support is required to ensure disadvantaged pupils achieve equally ambitious outcomes. Leaders have already identified multiplication fluency as a continued priority

	within the next Pupil Premium Strategy. Building on the strong whole-school foundations established this year, disadvantaged pupils will benefit from earlier identification of gaps, targeted fluency interventions, increased opportunities for retrieval practice and overlearning, and closer progress monitoring throughout Key Stage 2. This will ensure that disadvantaged pupils are increasingly able to access age-related expectations and achieve at the highest levels alongside their peers. Overall, the school's strongest-ever MTC outcomes provide clear evidence that the quality of mathematics provision continues to improve. The next stage of development is to ensure that disadvantaged pupils benefit equally from these improvements so that the attainment gap continues to narrow over the life of the 2026–2029 Pupil Premium Strategy.
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Externally Provided Programmes

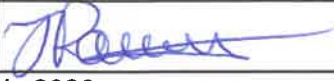
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
none	n/a

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Signed Off By:		
Executive Headteacher:	Tim Muggridge	
Pupil Premium Lead: (Maternity Cover)	Lisa Taylor Headteacher	
Governor:	Julie Rattenbury Chair of Governors	
Date:	14 th July 2026	