

Pupil premium strategy statement 2024-2027

AUTUMN 2025 UPDATE



HUSBANDS BOSWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

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	Husbands Bosworth CE Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Bishop
Pupil premium lead	Sarah Bishop
Governor / Trustee lead	D. Rimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£17,015
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	£17,015

Part A: Pupil premium strategy plan

Statement of intent

Our school vision sets out that we want **all** our pupils to be knowledgeable, well-rounded and confident and we do this by providing an engaging and purposeful curriculum.

Our core purpose is learning, and we identify that it is the children and the adults who are all learning. We know that when children are taught on a day-to-day basis by highly effective teachers all children do better, and particularly disadvantaged children. Therefore, this is at the heart of our approach. We aim to build a culture of adaptation for inclusion which impacts positively on all pupils, where we are asking ourselves, 'What does this individual child need to thrive?'

Our strategy encompasses providing high-quality professional development opportunities for our staff which in turn leads to better teaching and outcomes for children.

We also understand that targeted support, such as providing Emotional Literacy support, can overcome a barrier to some children being the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Motivating children to engage in a range of curriculum areas particularly writing and reading but also across all curriculum areas.
2	We know that where children have difficulties self-regulating and that this can impact on their academic and developmental progress. We also know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018),
3	Parental understanding of specialist areas such as the teaching of phonics and how to support their child.
4.	50% of pupils who receive pupil premium funding are on the SEND register, a third of whom have an EHCP (as of Dec 25)

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>A clear and challenging curriculum will provide progression for all children across the school</p>	<p>A coherent curriculum for all subjects is evident in planning and through outcomes from children</p> <p>Children will be able to talk knowledgeably about a range of topics and to make links between these.</p> <p>Teachers will use a range of formative and summative assessment tools to support precise evaluation of progress and plan to address the findings.</p>
<p>Staff will have a good understanding of inclusive teaching approaches and how the curriculum can be adapted to meet the needs of all pupils including SEND and those in receipt of pupil premium.</p>	<p>Monitoring and evaluation activities provide evidence of adaptive teaching in all classrooms including in the environment, in teaching approaches and in activities/ tasks/ support.</p> <p>Progress is made by disadvantaged pupils from their starting points through targeted support and adaptations made through QFT.</p> <p>The attainment gap is reduced between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>
<p>Children will have an increased awareness of their emotional state and have strategies to self regulate, manage emotions and feelings.</p>	<p>Children who have had support will be able to talk about their thoughts and feelings openly</p> <p>Zones of Regulation are used effectively across the school.</p> <p>Where specific support is in place, ELSA baseline and evaluations will show a change in understanding of emotions</p>
<p>Support staff are used effectively to ensure that the needs of all pupils are met, particularly when supporting disadvantaged pupils.</p>	<p>All staff have a clear understanding of the role of support staff and this is evident through monitoring and evaluation.</p> <p>LSAs will have completed relevant training on identified areas linked to pupil needs.</p> <p>Children access quality specific interventions and support where appropriate which has a positive impact on standards.</p>

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: £9,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Collaboration time for teachers to receive quality CPD and undertake whole school/ phase development of meeting the needs of all pupils, curriculum planning, SEND and other priority areas as they emerge.</p> <p>(Developing an inclusive teaching approach CPD)</p>	<p>High quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap. EEF 2021.</p> <p>EEF- SEN in Mainstream schools Recommendation 3: Ensure all pupils have access to high quality teaching. 'To a great extent, good teaching for pupils with SEND is good teaching for all.'</p> <p>Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review pedagogy. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p> <p>Evidence that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p>	<p>1, 4</p>
<p>Professional Development opportunities for LSAs to ensure that they are used most effectively within lessons/ across lessons to meet the needs of the pupils.</p>	<p>Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role within the classroom, pedagogy, subject knowledge and specific impact. Training is effective in allowing them to provide appropriate support to individuals and groups..</p> <p>Coaching opportunities provided from in school coaches and subject experts</p>	<p>1, 2, 4</p>
<p>Using standardised assessment resources to aid precision planning.</p> <p>(Effective use of PIXL – analysis and therapies)</p>	<p>Creating The School Our Children Need (William, 2018) – One element identified is the careful use of assessment to support planning and evaluation.</p> <p>Making Good Progress? (Christodoulou, 2016) – considers why outsourcing summative assessment to standardised testing resources and using comparative judgment instead of rubric based assessment are more beneficial.</p>	<p>1,4</p>
<p>Phonics training provided for all staff involved in the teaching synthetic phonics</p>	<p>EEF- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	<p>1,3, 4</p>

including phonics and reading intervention	development of early reading skills, particularly for children from disadvantaged backgrounds.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) – Providing a programme of emotional literacy support for targeted children (and those who come from service families)	EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This area has limited evidence so we will make sure we evaluate our work with our children to measure the impact. Where there is a transition to other schools this is important to consider.	2
Provide children with well-being support sessions and other emotional support from support staff/ other partners eg play therapy, Harborough Against Bullying etc	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2
Additional precision sessions for those disadvantaged children who need further support. Hughes, J. C., Beverley, M., & Whitehead, J. (2007). Using Precision Teaching to increase the fluency of word reading with problem readers.	The Precision Teaching intervention focus on developing fluency in reading, spelling and maths facts. This supports their learning in class through reduced cognitive load. This data-driven approach allows for individualized instruction, targeting specific skills and tracking progress over time. The use of frequent, short practice sessions and immediate feedback helps to maximize student engagement and retention. The evidence consistently shows significant improvements in academic achievement, including gains in reading fluency, math skills, and overall academic performance.	1,4
Phonics and reading interventions High quality texts available for pupils	Sounds Write Phonics Interventions Additional 1:1 reading for underperforming children Teaching Assistant Interventions EEF	1,3,4

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

Budgeted cost: £ 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading workshops to support parental engagement	EEF toolkit suggests parental engagement can have a +4 month effect on children. EEF Parent Engagement Guidance Report (2018)	3
Reduce barriers to enable pupils to have wider opportunities to take part in extra-curricular and cultural activities as part of the curriculum and outside of school. (eg Forest school, sports clubs, residential, school trips etc)	EEF- The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1,2,4
Reviewing the school behaviour policy and strategies across the school to ensure consistency in approach and the development of positive relationships and restorative justice approaches, also including the use of specific behaviour plans/ interventions where needed	The EEF Guidance report Improving Behaviour in Schools has 6 recommendations. The first is 'to know and understand your pupils and their influences' which is linked to the work we are doing around inclusive teaching to ensure that all pupils can access learning. EEF Behaviour Interventions	1,2,4

Total budgeted cost: £ 17,015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have used the ISDR (Inspection Data Summary Report) to support analysis of the performance of our school's disadvantaged pupils during the academic year 2024/25. The ISDR notes the small number of Pupil Premium children we have which suppresses some of the information we can gather. We have also looked at our own internal assessment information. The small number of pupil premium children we have, and the fact that 50% of our pupil premium children also have SEND, means that we look at individual pupils closely.

50% of our pupil premium children passed the phonics screening check. (100% who are not SEND)

33.3% of pupil premium pupils were working at the expected level in reading. (50% of those who are pupil premium and not SEND). This shows that our long term work on reading is having an impact and is an area we continue to focus on.

Pupil progress meetings and consideration of the needs of the individual pupils has enabled us to be thinking about more bespoke support including ensuring the children are ready to learn.

Our main CPD focus is moving to how we can effectively support all learners and exploring adaptive teaching strategies to meet the needs of individuals in the classroom. We are developing the repertoire of approaches that teachers and support staff use in the classroom with the aim of improving outcomes and ensuring our most vulnerable pupils can access the learning.

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
N/A	

Service pupil premium funding (optional)

No funding received for the 2023/2024 academic year. 2024/2025 the school will be in receipt of some funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used towards additional support so that this could be accessed where needed.
What was the impact of that spending on service pupil premium eligible pupils?	Positive relationships with staff, good attendance and good progress made.

Further information (optional)

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