Pupil premium strategy statement – Horfield CE 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rae Harris
Pupil premium lead	Paul Dowlman/Deputy Headteacher
Governor / Trustee lead	Richard Manley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,687
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*	£85,687

Part A: Pupil premium strategy plan

Statement of intent

At Horfield CE Primary School, our Pupil Premium strategy is rooted in the commitment that every person in our school community feels free to be themselves, to feel seen, to feel safe, to feel supported and to feel like they belong.

We aim to make school a place where children want to be - a community that fosters belonging, nurtures aspiration, and empowers every child to thrive both academically and emotionally.

Our strategy prioritises targeted support for our priority pupils, ensuring that their unique needs are met across all aspects of school life. This includes closing gaps in academic attainment, fostering emotional well-being, and nurturing an aspirational sense of self. We recognise that these areas are interconnected and that success is built on a foundation of emotional security and self-belief.

To achieve this, we are committed to ensuring that every child has access to expert teachers who deliver an excellent curriculum. This curriculum is designed to be inclusive, carefully crafted to support and embed children's understanding, and enriched with opportunities to develop critical skills and knowledge. Alongside academic rigour, our approach emphasises the importance of nurturing respectful, resilient, and emotionally regulated individuals who embody the values of our Christian ethos.

Through a culture of high expectations and tailored support, we aim to empower our children to overcome barriers, build confidence, and embrace opportunities. By working closely with families, utilising evidence-based practices, and fostering a whole-school ethos of care and excellence, we ensure that all pupils, regardless of their starting points, have the tools and encouragement to achieve their full potential. At Horfield CE Primary School, we are informed by the EEF 'menu of approaches' to ensure that our approach to supporting priority learners is rooted in evidence and best practice.

Challenges

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

Challenge number	Detail of challenge

1	A higher level of home life challenges (poverty, domestic violence, parental mental health) for disadvantaged children impacting on their well-being and readiness to learn.
2	Quality first teaching is not having as much impact on pupil premium children as non-pupil premium children.
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
4	Limited life experiences and opportunities to join in enrichment opportunities.
5	Disadvantaged pupils have a lower attendance 86.9% compared to non-disadvantaged pupils 95.8%
6	Parental engagement for some disadvantaged families is not as good as non-disadvantaged families.

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
Pupil Premium children make accelerated progress in reading, writing and maths.	Attainment gap will close between PP and non-PP children.
Assessment judgements for all children are reliable and attainment gap can be accurately measured.	Data shows reliable information for PP pupils including how the gap between PP and non- PP is narrowing.
PP children with additional needs are assessed and strategies to support needs are clearly measured.	PP children with additional needs have correct strategies to support their needs. PP children with additional needs are more able to access learning in the classroom.
An effective home school link service, provided by our pastoral team supports needs that are clearly identified.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to home support given.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.

Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Attendance of PP children increases as they are more encouraged to come to school. Social skills, independence, perseverance and team work are developed.

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: £*20,480*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on ensuring high quality teaching through using Walkthrus to embed LSP pedagogy framework Rolling out Developmental Drop Ins (DDIs) for all teaching staff to improve practice.	EEF: Effective Professional Development EEF: Closing the Attainment Gap Key Lessons Learned	1,2
Targeted whole school CPD in Unlocking Letter's & Sounds training for all new staff ULS intervention training for key staff members Unlocking fluency intervention training for key staff members	DfE Reading Framework 2023 DfE phonics information EEF phonics toolkit	1,2
Subject leadership time (out of class) to support: • Quality of teaching in classrooms in their subject	EEF: Closing the Attainment Gap Key Lessons Learned	1,2

• Assessment • Embedding of pedagogical approach into subjects.		

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

Budgeted cost: £14,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils. Including in class support from teaching assistants.	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on pupils outcomes.	2,3
Purchase of NFER assessments for reading & maths so attainment & progress of pupil premium children can be accurately tracked. Pupil Progress Meetings track progress of PP pupils and appropriate, timely interventions are put in place.	• EEF guide to pupil premium – tiered approach – targeted academic support.	2,3
Purchase web-based intervention programs to be used in school and home: • Nessy • LBQ • TT Rockstars	• EEF tookit – parental engagement • EEF guide to pupil premium – targeted academic support • EEF – digital technology – clear evidence technology	2,3,6

	approaches are beneficial for writing and maths practice.	

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

Budgeted cost: £50,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Pastoral role. Pastoral lead contacts all new families as they join, finds out needs and circumstances and offers support required. Conduct of home visits. Signposting for support. Pastoral lead attends TAF, CIN, CP meetings.	• EEF tiered approach wider strategies non-academic barriers. • EEF toolkit – Parental engagement	1,3,5,6
Cultural capital experiences promoted in the curriculum. For example: Bristol University/ Science Week partnership (NW24). Choir and Orchestra/Bristol Beacon partnership. Essential experiences built into new curriculum. Reduction in cost of trips for PP.	• Learning is contextualised in concrete experiences and language rich environments. • OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	2,4,5,6
Residential camp cost is heavily subsidised for PP.	• EEF Metacognition and self-regulated learning children facing new challenges.	2,4,5,6

PP have access to a range of after school sports clubs run by professional coaches. PP have access to a range of 1:1 music lesson with instruments (For example we have 1 family who are in the armed forces. This is where their money has been spent). PP have the opportunity to join choir/orchestra. Cost of swimming lessons is subsidised for PP children.	• Enrichment activities offer children a context for learning and stimulus to trigger their interest. • EEF – Sports participation increases educational engagement and attainment.	
Attendance strategy meetings with attendance lead, attendance support staff and pastoral lead. Funded breakfast club places for children with low attendance or issues with punctuality.	• EEF – tiered approach wider strategies (attendance).	1,5,6

Total budgeted cost: £85,687

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

End of KS2 Data:

	Disadvantaged children. (% achieving the expected standard or above)	Children who are **not** disadvantaged (% achieving the expected standard or above)	National average for disadvantaged children (% achieving the expected standard or above) (2024)	National average for **ALL** pupils achieving the expected standard or above). (2024)
Combined	45%	67%	47% (2025)	69% (2025)
Reading	45%	85%	62%	74%
Writing	64%	75%	58%	72%
Maths	64%	73%	59%	73%

	Disadvantaged children. (% achieving the expected standard or above)	Children who are **not** disadvantaged (% achieving the expected standard or above)	National average for disadvantaged children (% achieving the expected standard or above) (2024)	National average for **ALL** pupils achieving the expected standard or above). (2024)
GLD (end of reception)	25%	65%	51.5%	67.7%
Phonics Screening Check (end of year 1)	33%	83%	68%	80%

Teaching

National assessment outcomes show that disadvantaged children at Horfield CE Primary School continued to achieve below their non-disadvantaged peers across all key measures in 2024–25. At the end of Key Stage 2, 45% of disadvantaged pupils achieved the expected standard in combined reading, writing and maths**,** compared with 67% of non-disadvantaged pupils in the school. This combined outcome is below the national disadvantaged average (47%) and significantly below the national average for all pupils (69%).

The performance across individual subjects was as follows:

- **Reading:** 45% of disadvantaged pupils achieved the expected standard, markedly lower than non-disadvantaged pupils in school (85%) and below national disadvantaged (62%).
- **Writing:** 64% reached the expected standard, broadly in line with national disadvantaged (58%) but still below peers in school (75%).
- **Maths:** 64% met the expected standard, slightly above national disadvantaged (59%) but below school non-disadvantaged outcomes (73%).

At earlier key stages (EYFS and Year 1), the gap was more pronounced. Only 25% of disadvantaged pupils achieved a Good Level of Development in EYFS, compared with 65% of their non-disadvantaged peers and 51.5% nationally. The Year 1 Phonics Screening Check shows 33% of disadvantaged pupils achieving the expected standard, compared to 83% of non-disadvantaged pupils.

With our 2025/2026 Pupil Premium Strategy we are on track to achieve the intended outcome of improving attainment through high-quality teaching. Strengths are already emerging, such as improved consistency in instructional routines and early signs of improved fluency linked to Unlocking Letters and Sounds CPD. However, this has not yet translated into sufficiently strong outcomes for disadvantaged pupils, particularly in reading.

Targeted Academic Support

Targeted interventions, particularly those using Unlocking Letters & Sounds, Nessy, LBQ and TT Rockstars—have supported identified children with securing key skills. Formative assessment points to improvements in phonics fluency, working memory strategies and basic number recall. Pupil Progress Meetings ensured that disadvantaged children remained visible in assessment discussions.

However, the overall impact of targeted support has been inconsistent. Intervention records show progress for some children, but gaps remain too wide for year groups with high levels of additional needs (speech and language, social communication difficulties, SEMH needs). Because some disadvantaged children also have SEND, we need to make sure that strong classroom teaching and carefully chosen interventions work closely together, rather than relying too much on taking children out of class for extra support.

The school is not yet fully on track to meet the intended outcome of accelerated progress in reading, writing and maths for disadvantaged pupils. Assessment systems (including NFER) have improved accuracy and reliability, successfully meeting the strategic aim to strengthen assessment. The next step is to ensure that intervention impact is consistently strong and closely monitored.

Wider Strategies

Wider strategies continue to play an important role due to the high levels of pastoral need within the disadvantaged cohort. Good pastoral support, including home visits, family liaison, TAF/CIN/CP involvement and the provision of signposting, has ensured that families feel supported and engaged. Qualitative evidence (parent conversations, pastoral logs) needs to be gathered as a next step.

However, attendance remains a substantial challenge. Disadvantaged attendance for 2024–25 was 86.9%, significantly below the 95.8% attendance of non-disadvantaged children. Although individual improvements were seen following pastoral interventions, overall attendance did not meet the intended outcome of narrowing the gap. Breakfast club placements, attendance strategy meetings and pastoral outreach have prevented further decline, but ongoing absence patterns remain a barrier to academic progress.

Overall review of last year's strategy:

Last year marked the end of the previous three-year plan. Horfield CE Primary School would conclude that progress has been made in strengthening assessment reliability, beginning to embed a consistent pedagogy (in line with Lighthouse Schools Partnership pedagogy) and improving pastoral provision. Uptake of enrichment and wider curriculum experiences (for example choir/orchestra, events at the Bristol Beacon and Science Week, (culminating in a Bristol University celebration of winners) increased meaningfully for disadvantaged pupils.

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
Jigsaw - PHSE	Jigsaw
Times Table Rockstars	Maths Circle Ltd
Learning by Questions.	Learning by Questions Ltd