



## Hever CE Primary School 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 outcomes for disadvantaged pupils last academic year.

The pupil premium fund was first introduced in 2011 and is provided to schools with the aim of raising the attainment of disadvantaged pupils of all abilities to reach their potential, and to support children and young people with parents in the regular armed forces. Funding is allocated to pupils that are currently eligible for free school meals (FSM) or have been eligible at any point in the last 6 years (Ever 6 FSM) and to children in the care of the local authority (LAC) or who have ceased to be looked after by the local authority (post-LAC). An amount is also allocated to pupils with a parent in the services or that has been in the last 6 years (Ever 6 Service Child).

The grant does not have to be completely spent by schools in the financial year it is awarded; some or all of it may be carried forward to future financial years.

### School overview

Detail	Data
Number of pupils in school	159 (now 175)
Proportion (%) of pupil premium eligible pupils	21.4% (now 17.1%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helene Bligh
Pupil premium lead	Joanne Seymour
Governor / Trustee lead	Philippa Lang

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£51,510</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hever CEP School our intention is to ensure that all children, regardless of their starting points, their background or the challenges they face, make good progress and achieve academically and socially. We are committed to working collaboratively with parent/carers and with other professionals to raise the attainment of vulnerable pupils, regardless of whether they are disadvantaged or not. We strive for all children to develop a love of learning and acquire the knowledge and skills to reach their full potential across all areas of the curriculum, especially in basic skills; this includes extending those children who are already high attainers.

High expectations supported by a relentless focus on high quality teaching are at the heart of our approach to improve outcomes for children. Central to this is shared awareness across all staff of disadvantaged children and families within our school community and an understanding of the range of factors, in addition to financial, that can lead to disadvantage or the potential for this. We recognise that not all children who are socially disadvantaged qualify for, or are registered for, free school meals.

Given the relatively low number of children in receipt of pupil premium, our approach will be responsive to individual needs where appropriate, within the context of wider trends across the cohort. It will take an evidence informed approach rooted in robust diagnostic assessment. The approaches we have adopted recognise that a child's emotional health and wellbeing influence their cognitive development and learning and the importance of enabling children to thrive academically and socially. To ensure they are effective we will:

- have shared high expectations with no excuses, to ensure disadvantaged children are challenged in all areas of their learning and development
- provide early intervention for children's social, emotional and academic needs, using an assess, plan, do review approach to ensure impact
- promote and prioritise access to the wider curriculum to ensure the participation of all children in all activities

## Challenges

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

Challenge number	Detail of challenge
1	Despite an improvement in attendance of disadvantaged pupils, this masks a high proportion of disadvantage children (26%) with persistent absence and/or lateness.
2	A high proportion of disadvantage children (56.6%) have additional needs, including 4 children with EHC Plans. (23.3% are on the SEND register and 33.3% are on the SEND monitoring list.)
3	Pupils have high social and emotional needs and low resilience impacting on their readiness for learning and sustained focus on their learning
4	Despite an improvement in engagement with information sharing events, such as reading meetings and Parents Evening, low engagement with home learning continues to be a concern in some 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
Improve attendance and/or punctuality for disadvantage pupils with persistent absence and/or lateness, so that it is closer to their peers.	Termly attendance monitoring shows a closing gap between attendance of identified disadvantage pupils and their peers
Support disadvantage pupils social, emotional and mental health needs, providing stability and building their resilience to enable them to be ready for learning.	Stability of teaching team maintained. Increased staff confidence in identifying and supporting children's SEMH needs. Good levels of engagement and involvement of PP children observed during lesson observations and drop-ins. PP pupil voice reflects readiness to learn and positive attitude towards learning
Improved attainment among disadvantaged children in the core subjects: phonics, reading writing and maths	Year 1 Phonics Screening and end of key stage outcomes show that disadvantaged children met the expected standard (with disadvantaged children with complex SEND closing the gap or making good making progress towards their individual targets as appropriate).

Ensure access to rich and varied opportunities for all children, particularly our disadvantaged children and those with SEND, within and beyond the curriculum.	Evidence of all children accessing a broad and balanced curriculum alongside their peers and all children participating in enrichment activities through extra-curricular activities, including clubs and trips, to broaden their experience and build cultural capital.
Provide accessible and flexible information for parents on how to support their child/ren's home learning. Provide support for children to complete home learning in school if needed.	Improved parental confidence and involvement in supporting their child/ren's learning, evidenced through parental feedback and teacher observations.

## 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: **£10,874**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD: Trauma and Mental Health Informed Schools</b> Whole School Training	Reinforce Social and Emotional Learning (SEL) skills through whole-school ethos and activities. Establish schoolwide norms, expectations and routines that support children's social and emotional development.	1, 2, 3
<b>CPD: Mental Health First Aider – one day training</b> Whole School Training	(EEF Improving Social and Emotional Learning in Primary Schools). <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	
<b>CPD: Inclusion and Equality Training</b> Whole School Training		
<b>CPD: Drawing and Talking</b> Training for additional TA (and renewal of current TAs)		
<b>CPD: NELI training (Nuffield Early Language Intervention)</b> Whole Class programme and training of EYFS and Y1 teams	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	2, 3

	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a>	
<b>CPD: Building Reading Stamina training</b> Training for 2 additional TAs	Use TAs to add value to what teachers do, not replace them. Use TAs to help pupils develop independent learning skills and manage their own learning. Ensure TAs are fully prepared for their role in the classroom. <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
<b>CPD: Maths Hub training 3</b> TAs 2x Y1 SKTM (Specialist Knowledge for Teaching Maths) 1x Y2 SKTM Teachers (5 days)	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. (EEF Improving Mathematics in the Early Years & KS1) <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. (EEF Improving Mathematics in KS 2 and 3) <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
<b>CPD: Writing moderator training</b>	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. (EEF Evidence Brief)  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	2, 3

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

Budgeted cost: **£13,554**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building Reading Stamina (BRS) programme	Use high quality structured interventions to help pupils who are struggling with their literacy (EEF Improving Literacy in KS1; Improving Literacy in KS2) <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> and <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Phonics Keep-up/Catch-up programmes	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  One-one tuition: high impact for moderate cost Small group tuition: moderate impact for low cost <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Provide apps and logins to support targeted children with their learning (at school and at home).	Use high quality structured interventions to help pupils who are struggling with their literacy. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a	2, 3, 4

	<p>small number of pupils will require additional support. (EEF Improving Literacy in KS2)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
Accelerated reader program	<p>Use high quality structured interventions to help pupils who are struggling with their literacy <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
Spelling shed (EdShed)	<p>Teach pupils to use strategies for planning and monitoring their writing. Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. (EEF Improving Literacy in KS1) <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teach writing composition strategies through modelling and supported practice. Develop pupils' transcription and sentence construction skills through extensive practice. (EEF Improving Literacy in KS2) <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4
NELI – Year R whole class screening and language programme	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>	

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

Budgeted cost: £33,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support children's Social, Emotional and Mental Health (SEMH) and readiness for learning	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions. (EEF SEN in Mainstream Schools) <a href="#">Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Use a range of strategies to teach key SEL skills, both in dedicated time, and in everyday teaching. The EEF guidance report provides recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. (EEF Improving Social and Emotional Learning in Primary Schools) <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Lunchtime wellbeing club	<p>Reinforce SEL skills through whole-school ethos and activities. Establish schoolwide norms, expectations and routines that support children's social and emotional development.</p>	1, 2

	(EEF Improving Social and Emotional Learning in Primary Schools). <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Providing support with breakfast and afterschool clubs (including providing opportunities for support with homework)	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. (EEF Evidence Brief) <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a> Homework has a positive impact on average (+5 months) ... it is important for schools to consider how home learning can be supported e.g. through providing homework clubs for pupils. (EEF Homework) <a href="https://www.educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Contribute to the cost of school trips and clubs	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. (EEF Evidence Brief) <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	2, 3
0.4 Class teacher to provide individual class teacher to provide continuity and stability for small Year 6 cohort	Promoting children and young people's mental health and wellbeing: a whole school approach <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874247/whole-school-approach-to-promoting-children-and-young-peoples-mental-health-and-wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874247/whole-school-approach-to-promoting-children-and-young-peoples-mental-health-and-wellbeing.pdf</a> The importance of stability – Children's Commissioner for England <a href="https://assets.childrenscommissioner.gov.uk/wpuploads/2020/11/cco-stability-index-2020.pdf">https://assets.childrenscommissioner.gov.uk/wpuploads/2020/11/cco-stability-index-2020.pdf</a>	1, 2, 3,

**Total budgeted cost: £57,855**

## Further information (optional)

### Low cost or no cost strategies

- Shared awareness of Pupil Premium children and other disadvantaged pupils across all staff
- High expectations – no excuses
- Included in guided group or prioritised for adult checking during lesson, to ensure understanding and achievement of learning outcome
- Children’s books marked first, most thoroughly and with next steps (verbally or written).
- Scrutiny of PP children’s books in all work scrutiny
- Focus during Pupil Progress meetings
- Focus when considering enriching opportunities such as trips and clubs.
- Focus for achieving year group target (EYFS: GLD; Year 1: Phonics Screen End of KS1 and KS2 Working at Expected+ in reading, writing and maths)
- Promote and maintain active collaboration between home and school to develop a whole school culture of parental support for learning and attendance, facilitated by timely guidance and information from school.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During 2024-25, over half (52.9%) of disadvantage pupils were on the SEND register (23.5%) or SEND monitoring list (29.4%) and have additional needs, including 4 children with EHC Plans.

Two of the five Reception children reached GLD; low attendance and complex family circumstances were significant barriers for the other three children.

All seven of the Year 1 children passed the Year 1 phonics screen. All but one of these children reached ARE (age-related expectations) at the end of the year.

One the two Year 2 children reached ARE at the end of KS1; the other has SEND and the school have secured an EHCP for this child to ensure continued access to appropriate support, ensuring small steps progress towards individualised targets.

Two of the four children in Year 3 achieved ARE at the end of the year. Despite not reaching ARE, the other two children continued to close the gap, particularly in their reading.

Two of the three children in Year 4 achieved ARE at the end of the year. The third pupil has an EHCP and made accelerated progress, reaching ARE in reading and significantly closing the gap in maths.

Three of the children in Year 5 exceeded age-related expectations in reading and reached them in writing and maths. Two additional children reached age-related expectations in reading, one of whom also reached ARE in maths. The remaining two children have complex SEN, one with an EHCP, and both made progress towards their individualised targets.

Three of the seven Year 6 PP children reached the combined ARE at the end of KS2, with two additional children reaching ARE in writing and one in reading. All the Year 6 children who were working below ARE at the end of Year 5 made significant progress this year due to a combination of quality first teaching from a highly experienced teacher and the impact of targeted interventions. The strategic decision was taken to deploy the most experienced teacher, supported by an HLTA, to target the needs of this small but complex cohort of pupils who experienced significant disruption during their primary education.

Two children in receipt of PP missed achieving ARE in reading by just one point, with a scaled score of 99. However, one of these children achieved this score as the result of intensive support, making accelerated progress (4yrs progress in 2yrs) and reaching a level that will enable them to access the KS3 curriculum. The other child struggled with anxiety, their attendance was low and they frequently arrived late, in a dysregulated state. Hence, despite strong relationships and targeted support, their outcome in reading (and maths) reflected their inconsistency resulting from their emotional well-being.

The progress in writing was considerable, increasing from just three children in the cohort at ARE at the end of Y5, to eight children reaching end of KS2 expectations (including five in receipt of PP); this was matched by the GPS (grammar, punctuation and spelling) outcomes. This was due to high expectations, combined with targeted whole class catch-up teaching for GPS and high-quality writing conferencing by the Y6 teacher.

The maths outcomes fail to demonstrate the significant progress made by individual children through an intensive process of identifying and closing individual gaps. An experienced HLTA worked alongside the teacher during the daily maths lesson to support the delivery of appropriately targeted learning. This was supplemented by a twice weekly, 'breakfast' maths group run by the Year 6 teacher, targeting different children across a range of maths topics throughout the year. Number fact fluency was boosted by the introduction of daily Number Sense Maths: Times Tables Fluency across KS2. As with reading, although there were children who did not reach ARE, all were able to access the Year 6 maths paper and achieve a scaled score, despite five children working below year group expectations at the end of the previous year – some well below this.

This cohort was significantly impacted by covid during key stage one and experienced further disruption through lower key stage two. Effective targeted support over the past two years have enabled pupils to close gaps and make progress; hence, despite being a complex cohort, these children have left Hever at, or close to, secondary ready.

As part of a whole school focus, attendance for disadvantaged pupils improved from 90.5% in 2023-24 to 92% in 2024-25, virtually in line with national (92.2%). Whilst highly positive, this remains a continued focus, particularly for the small but critical number of children with persistent absence.