



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Homer First School and Nursery
Number of pupils in school	Year 1 – 190 Year 2 – 168 Year 3 -
Proportion (%) of pupil premium eligible pupils	Year 1 – 15% Year 2 – 16% Year 3 -
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 – 2024/2025 Year 2 – 2025/2026 Year 3 – 2026/2027
Date this statement was published	December 2025 (Revised January 2026)
Date on which it will be reviewed	1 st Review - December 2025 2 nd Review – December 2026 Final Review – December 2027
Statement authorised by	Gemma Sharma
Pupil premium lead	Ellie Noon
Chair of Governor	Ashley Cox-Higgins

Funding overview

2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
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	£43,935

Part A: Pupil premium strategy plan

Statement of intent

Our Ethos

At Homer we offer a safe, inclusive and nurturing environment where the curriculum is creative, inspirational and relevant to the children's present needs and future aspirations. We aim to meet the educational needs and expectations of all our pupils and aspire to provide those opportunities needed to develop their full potential. We ensure that we develop children's spiritual, moral, social and cultural understanding through our PSHE teaching. We promote the fundamental British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

Our Vision & Values

We want our school community to be immersed in their learning by exploring new and exciting activities and opportunities. Our value of Ready, reflects that we're ensuring the children are ready for each stage of their learning. We encourage the children to develop secure behaviours for learning and demonstrate their readiness to learn.

Our value of Respect is taught, but is also at the core of our ethos and beliefs. At Homer, we respect ourselves, each other, our school, our community and our wider world. We learn how to do this and we celebrate our members of our community that show respect.

Our value of Safe, demonstrates how to support ourselves, how to support others and how to recognise signs of wellbeing being negatively affected. At Homer, we recognise that children, and adults, only learn effectively if their wellbeing is prioritised and they feel happy and safe. At the end of the day, being emotionally literate with strong wellbeing and resilience will be vital at every new stage of a child's educational journey and beyond.

We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Homer First School and Nursery.

Challenges

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

Challenge number	Detail of challenge
1	Good Level of Development (GLD) for Disadvantaged Pupils in Reception Disadvantaged pupils in Reception achieve a Good Level of Development. Assessments and observations have indicated underdeveloped Literacy skills as well as fine and gross skills amongst our disadvantaged pupils in Early Years. In addition, there has been an increase in our disadvantaged pupils requiring additional support with Language and Communication skills.
2	Reading (Inc. Phonics) and Writing Ensure our pupil have the foundational skills to achieve in Reading and Writing. Discussions with children, parents and teachers show that reading at home can pose a range of challenges for some families. We have identified that pupils' readiness to engage with reading and phonics has declined. Some of our pupils have had fewer opportunities to develop their fine motor skills and this has been seen to have an impact on their early stages of writing.
3	Wellbeing and Mental Health Our observations show us that many children at times during their life will need some support with well-being and regulation.
4	Attendance We recognise the importance of regular attendance amongst our school community. Where there is a decline in attendance this impacts on pupils' social and academic development. Attendance for pupils identified as PP shows relative improvement and we continue to close the gap.

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
1.Good Level of Development (GLD) for Disadvantaged Pupils in Reception To develop the foundational skills so pupils are reaching GLD.	• Improved progress in reports and assessments focussing on Communication and Language needs • A reduction in Speech and Language referrals • Improved attainment in Early Years end of year data • Improved attainment in Reading and Writing skills • Children will be identified with SLCN – focus on speaking in EYFS which will support their writing skills as they progress through the school
2.Reading (inc. Phonics) and Writing To ensure that all pupils are secure in the foundational skills in reading and writing and we are closing the gap for our disadvantaged pupils.	• Improved progress in reports and assessments of our disadvantaged pupils • Small group interventions available • Improved progress in Reading and Writing data across the whole school • A clear action plan in place setting out actions and timescales for improving English across the school • Support strategies/interventions in place to support the lowest 20% • Lowest 20% of readers will make 4+ points progress • Consistent approach to whole class reading in KS2 • Reading ambassadors to be introduced throughout the whole school • Continued upwards trend in KS1 Phonics check • Timetabled SPAG lessons across KS1 & KS2

	Teachers assess progress and identify next steps in SPAG
3. Wellbeing and Mental Health To improve and sustain all children's well-being, including those who are disadvantaged. To ensure that the right help is available to those children who are presenting with SEMH needs.	- Where a family require early help, this will be put in place promptly. The school will act as lead professional where required - Reduction of well-being concerns raised - Relationships between staff and children provide children with consistency and support in a nurturing environment - PP profiles are used by staff to gather information about a student's interests, family life etc and can be used with those adults who are not familiar with a certain child - Student voice feedback shows that pupils feel safe, supported and valued - Children have good relationships with staff and know who they can ask for emotional help and support - Counselling services and resources are maintained and used to support those most at need - Children are taught on a weekly basis way to support their physical and mental health well-being through our PSHE curriculum (1Decision) - SENCO and Deputy SENCO attend regular training
4.Attendance For our disadvantaged pupils to achieve and sustain improved attendance in line with the school's attendance target (96%).	- Attendance of our PP students increases and the gap between PP students and non-PP students decreases - A reduction in the percentage of PP children being persistently absent or late to school - Develop the resilience of our PP children through positivity and rewards - Ensure that our PP children have a sense of belonging in our school community - Embed a weekly reward system for attendance which highlights those children who are improving their attendance - PP Lead (Ellie Noon) and Attendance Lead (Gemma Sharma) to monitor attendance and punctuality on a weekly basis - Attendance Lead (Gemma Sharma) to meet every half term with the schools Education Welfare Officer

	• Attendance is on the agenda for pastoral and staff meetings • The school offers a supportive approach when dealing with poor attendance and punctuality; focusing on working with families to manage barriers
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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: £7,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
To build the foundations for good oracy skills with our Early Years children. Purchasing 'Tales Toolkit' to support children's oracy skills.	SENCO, Deputy SENCO and Early Years teachers have seen an increase in SAL needs within the Early Years environment and a lack of understanding of basic vocabulary. To target whole class oracy skills the school has trained and purchased resources for Drawing Club which will be implemented across the Nursery and Reception classes. NHS SAL waiting times have increased and at present are prioritising EHCP pupils and a limited amount of SAL cases every long term. This has meant that not all children are getting the SAL support that they require. Homer First School has allocated ELKLAN trained members of staff (Mrs Allaway and Miss Carlton) who are available to deliver SAL to those with a plan. We are also able to assess a child's SAL needs	1,2

	by completing baseline SAL assessments with children who we have concerns with regarding their SAL development.	
To raise the writing profile and progress with our pupil premium students by purchasing a SPAG programme for whole school implementation	Writing data has improved over the years but data from 2023-2024 shows that it continues to be the biggest area of need for core subjects. We want to continue to improve writing across the school, particularly with our pupil premium children. The school has identified a gap within writing based on termly assessments. Discussions with staff and SLT have highlighted a need for specific SPAG teaching. This will be identified and implemented within the Autumn term for our KS2 students. For SPAG to be taught across KS1 and KS2 ensuring that timetables are streamlined so SPAG is being taught at the same point across the school. School have purchased Spelling Shed. Year 2 pupils will progress onto the Little Wandle Spelling Units. Daily Phonic sessions across the whole of Early Years and KS1 to be embedded, timetables to be streamlined so that Phonics and Guided Reading are being taught at the same time. This also allows for movement of staff to run additional groups and support our most vulnerable children. EEF KS1 Literacy EEF KS2 Literacy	1,2

Pupil premium children will make good or better progress in reading – this will support vocabulary acquisition.	To have the maximum impact daily reading is required to help support those children who are struggling. The school development plan has proposed daily reading with the lowest 20% of children. The lowest 20% of children will be read with daily before lunchtime when staff capacity is at it's highest. Year 1 classes to have 2 Phonic sessions daily. Introduction of new SPAG program in KS2 from January 2025.	1.2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Keep up phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks EEF Phonics Daily Phonic sessions across the whole of Early Years and KS1 to be embedded, timetables to be streamlined so that Phonics	1,2

	and Guided Reading are being taught at the same time. This also allows for movement of staff to run additional groups and support our most vulnerable children. Phonic assessments to be completed every 6 weeks following a block of Phonics to check progress and plan for any gaps they may have. Year 1 to have 2 Phonic sessions daily Daily reading with our lowest 20%	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance of our pupil premium children to be in line with the schools target of 96%	“...essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment,” (Working together to improve school attendance, 2024). To embed our attendance policy, working together with parents to improve school attendance for their child/children. Pupil Premium lead (Ellie Noon) to work closely with the attendance lead (Gemma Sharma) to monitor attendance and punctuality of our pupil premium children. Half termly meetings with	4

	the Education Welfare Officer to monitor attendance, especially of those disadvantaged pupils. Pupil Premium Lead and Attendance Lead will also work closely with the schools Family Link Worker to build and maintain relationships with parents. Offering breakfast club to disadvantaged pupils when needed, in discussion with the Headteacher. EEF Free School Breakfast Provision	
To create a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn	To embed our behaviour regulation policy. Mazlow (1943) highlights that an individual's basic needs must be met before they can become motivated to achieve academically. Homer First School promote a whole school nurture approach. In order to create a safe and supportive environment the school have created the Homer Hub. The Homer Hub is a safe and calm environment where most of our pastoral interventions take place. New for this academic year, we have created a safe and calm space for children to go to at lunchtimes. This allows children to take themselves away from the busy school environment and is a safe space for children to have meaningful conversations with trained nurture members of staff. The hub is also used to run our nurture group 2 afternoons a week. This is run by 2 trained Nurture members of staff. Staff attend training sessions to empower their practise. “Nurture enables teachers to identify, understand, and address pupils’ needs with the right support. It helps schools to improve	3,4

	attendance, behaviour and attainment, and reduce exclusions.” (https://www.nutureuk.org/research-evidence/, accessed November 2024) Emotional Learning and Support Assistants (ELSA) work closely with the Headteacher and SENCO's to provide emotional support to our most at need and disadvantaged pupils. EEF Social and Emotional Learning For those pupils who struggle to verbalise their feelings or thoughts, the school also has 1 member of staff who is trained in drawing and talking. Family Link Worker offers targeted support to pupils and families My Happy Minds and Zones of Regulation embedded across the school enabling a consistent approach to emotional well-being.	
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Total budgeted cost: £48,700

Part B: Review of outcomes in the previous academic year

Year 1 Review

Strategy Area	Intended Outcome (from strategy)	What Was Delivered (Year 1)	Impact (Evidence – July 2025)	What We Learned	Implications for Year 2 (25/26)
1. GLD (EYFS)	To develop foundational skills which will then support progress with their language and communication and Literacy skills as they progress through the school	While the school initially intended to invest in Tales Toolkit to support EYFS pupils, a review of need and available evidence led to the decision to prioritise NELI this year to support oracy within the Pupil Premium strategy.	It is too early to measure the impact of NELI (2025-2026) on disadvantaged pupils. However, we anticipate improved vocabulary, oral communication, and confidence, which are expected to support writing progress and help close the attainment gap	Speech and language needs continue to increase year on year. Early identification through speech sound screeners, alongside timely SAL support, is essential in meeting pupils' needs.	Maintain a focus on early identification of speech and language needs, ensuring timely SAL input. Introduction of NELI (2025-2026) to support oracy for disadvantaged pupils.
2. Reading (inc. Phonics) and Writing	To ensure that all students are supported in order to improve their literacy skills.	Writing support in place; IDL accessed; curriculum review underway. Introduction of WalkThrus project is	Reading attainment is mixed, but progress is generally positive, particularly in KS1 and Year 3, indicating that strategies in place	Reading approaches are beginning to have an impact. On going CPD is required.	Year 1 Phonics Check target for 2025-2026 – 82%. Refine and strengthen in Year 2.

	To implement support strategies for the lowest 20% of readers.	progressing successfully and is now embedded across the school. KS2 – additional grammar lessons – Spelling Shed.	are beginning to have an impact.	Writing continues to be a whole school weakness, especially for our PP children.	School have joined the English Hub as a partner school. MITA project underway EYFS and KS1 to have 2 Phonic sessions a day. Interventions for lowest 20% (phonics and reading). 3 weekly assessments to identify gaps and plan accordingly. On going CPD is required for reading and Phonics. KS1 – additional grammar lessons to be introduced
3. Wellbeing and Mental Health	To improve and sustain all children's well-being, including	Behaviour regulation policy introduced. Behaviour regulation working party	Attachment Aware Silver awarded. Now going for Gold –	Seeing impact of behaviour regulation policy.	Behaviour regulation party to continue. Children will be identified for nurture

	those who are disadvantaged. To ensure that the right help is available to those children who are presenting with complex SEMH needs.	created (termly reviews). Homer Hub established.	supporting on site after school club. Behaviour regulation policy embedded. Behaviour regulation working party created.	Consistent use of regulation strategies are contributing to a calm and consistent environment.	group support using Boxall Profile assessments. Pupils attending the nurture group will have individual play plans in place, which will be reviewed half-termly to ensure the support provided remains appropriate and effective.
4. Attendance	For our disadvantaged pupils to achieve and sustain improved attendance in line with the school's attendance target 96%	Attendance monitored and support provided. EWO involvement	IDSR shows relative improvement, we're continuing to close the gap.	Pupils are presenting with ERSA related needs.	Sustain focus Identify contributing factors to attendance with attendance lead and EWO. Attendance action plan to be created identifying individual barriers to good attendance. Class inclusion overviews identify any

					attendance concerns.
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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
IDL Literacy intervention	https://www.idlsgroup.com
TTRS	https://trockstars.com
Purple Mash	https://www.purplemash.com
Number Stacks	https://www.numberstacks.co.uk/
Numbots	https://play.numbots.com/#/intro