

Pupil premium strategy statement – Hurst Hill Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	202 (this does not include nursery pupils)
Proportion (%) of pupil premium eligible pupils	31% (62)
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)	2024 – 2027
Date this statement was published	September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Emma Tolley
Pupil premium lead	Becki Weaver
Governor / Trustee lead	Mark Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,930

Part A: Pupil premium strategy plan

Statement of intent

At Hurst Hill, we are committed to ensuring that all pupils, regardless of background or circumstance, have the opportunity to succeed and thrive. The Pupil Premium Grant, provided by the Government, enables us to address educational inequality by supporting disadvantaged pupils to make strong progress and achieve positive outcomes.

Our Vision

We believe that every child deserves access to high-quality education, enrichment opportunities, and emotional support. Our intent is to use Pupil Premium funding to remove barriers to learning, close attainment gaps, and empower pupils to reach their full potential.

Understanding Our Context

We recognise that the challenges faced by disadvantaged pupils are complex and varied. These may include:

- Limited support at home
- Underdeveloped language and communication skills
- Low self-esteem and confidence
- Behavioural challenges
- Poor attendance and punctuality
- Difficult family circumstances

Our approach is not 'one size fits all.' We tailor our support to meet the individual needs of pupils and families, ensuring that interventions are targeted, meaningful, and impactful.

Evidence-Informed Practice

Our strategy is underpinned by research from the Education Endowment Foundation (EEF). This ensures that our decisions are guided by evidence and focused on improving teaching and learning. We continually reflect on our practice and adapt our approaches to ensure they remain purposeful and effective.

Whole-School Commitment

All teaching staff are actively involved in identifying disadvantaged pupils and analysing data to understand their needs. This shared responsibility ensures that staff are equipped to support pupils effectively and contribute to a culture of high expectations and inclusive practice.

Strategic Priorities

We adopt a three-tiered approach to Pupil Premium spending, as recommended by the EEF:

1. Quality First Teaching

We invest in professional development to enhance teaching quality across the school. Through coaching, CPD, and reflective practice, staff develop strategies to meet the needs of all learners and address barriers to progress.

2. Targeted Academic Support

We provide additional support for pupils who require help in specific areas. This includes:

- Diagnostic assessments
- Small group interventions
- One-to-one tuition

These targeted approaches help pupils make accelerated progress and build confidence in their learning.

3. Wider Approaches

We support the broader needs of pupils and families by:

- Offering enrichment activities and educational visits
- Providing access to music tuition and extra-curricular clubs
- Supporting before and after school care
- Delivering bespoke pastoral and wellbeing support

Our Objectives

At Hurst Hill, we aim to:

- Deliver engaging, creative, and challenging learning experiences
- Broaden pupils' real-life experiences
- Develop confidence, vocabulary, resilience, and personal achievement
- Support wellbeing and maximise academic progress
- Ensure smooth transition to secondary education
- Open future pathways for pupils to pursue their aspirations

Our ultimate goal is to ensure that every disadvantaged pupil is well-supported, well-prepared, and inspired to become the best version of themselves.

Challenges

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

Challenge number	Detail of challenge																					
1	<p>Closing the Reading Attainment Gap Disadvantaged pupils consistently perform below their peers in reading, with a significant gap in achieving age-related expectations by the end of the academic year. Targeted intervention is needed to accelerate progress and improve outcomes</p> <p>Percentage of pupil premium pupils not at age related expectations in Reading</p> <table border="1" data-bbox="363 539 1406 808"> <thead> <tr> <th>Year group</th> <th>Number of pupils</th> <th>Percentage %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>7</td> <td>78%</td> </tr> <tr> <td>3</td> <td>5</td> <td>50%</td> </tr> <tr> <td>4</td> <td>11</td> <td>73%</td> </tr> <tr> <td>5</td> <td>6</td> <td>60%</td> </tr> <tr> <td>6</td> <td>2</td> <td>25%</td> </tr> </tbody> </table>	Year group	Number of pupils	Percentage %	1			2	7	78%	3	5	50%	4	11	73%	5	6	60%	6	2	25%
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2	<p>Sustaining Improvements in Writing Although writing outcomes for disadvantaged pupils showed improvement in 2025-2026 due to new systems and procedures, overall attainment remains below that of non-disadvantaged peers. Continued focus is required to embed effective practices and raise standards further.</p> <p>Percentage of pupil premium pupils not at age related expectations in Writing.</p> <table border="1" data-bbox="363 1137 1406 1406"> <thead> <tr> <th>Year group</th> <th>Number of pupils</th> <th>Percentage %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>8</td> <td>89%</td> </tr> <tr> <td>3</td> <td>4</td> <td>40%</td> </tr> <tr> <td>4</td> <td>12</td> <td>80%</td> </tr> <tr> <td>5</td> <td>5</td> <td>50%</td> </tr> <tr> <td>6</td> <td>3</td> <td>37%</td> </tr> </tbody> </table>	Year group	Number of pupils	Percentage %	1			2	8	89%	3	4	40%	4	12	80%	5	5	50%	6	3	37%
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3	<p>Raising Attainment in Mathematics Disadvantaged pupils are underperforming in mathematics compared to their peers, with a downward trend in achieving age-related expectations. Strategic support and curriculum refinement are essential to reverse this decline.</p> <p>Percentage of pupil premium pupils not at age related expectations in Maths</p> <table border="1" data-bbox="363 1697 1406 1973"> <thead> <tr> <th>Year group</th> <th>Number of pupils</th> <th>Percentage %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>7</td> <td>78%</td> </tr> <tr> <td>3</td> <td>5</td> <td>50%</td> </tr> <tr> <td>4</td> <td>13</td> <td>87%</td> </tr> <tr> <td>5</td> <td>4</td> <td>40%</td> </tr> <tr> <td>6</td> <td>1</td> <td>12%</td> </tr> </tbody> </table>	Year group	Number of pupils	Percentage %	1			2	7	78%	3	5	50%	4	13	87%	5	4	40%	6	1	12%
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4	<p>Enhancing Speech, Language and Communication Many pupils enter school with under-developed language and phonics skills, particularly those eligible for Pupil Premium. Reception baseline</p>																					

	<p>data highlights a persistent decline in communication abilities, with increasing demand for Speech and Language interventions, especially among pupils with SEND.</p> <p>100% of Pupil Premium children who are working in line, Section 8 of WellComm.</p>
5	<p>Supporting Mental Health and Emotional Well-being</p> <p>Social, emotional, and mental health challenges, including low self-esteem, limited resilience, and the impact of Adverse Childhood Experiences (ACEs) are disproportionately affecting disadvantaged pupils. These issues are hindering academic progress and require a robust pastoral response.</p>
6	<p>Improving Attendance and Reducing Absence</p> <p>Attendance rates for disadvantaged pupils (89.6%) remain below those of their peers (93.4%), with absences contributing to gaps in learning and progress. Addressing barriers to regular attendance is a priority.</p>
7	<p>Increasing Access to Enrichment Opportunities</p> <p>Financial constraints prevent some disadvantaged pupils from participating in enrichment activities such as educational trips, access to breakfast provision, and appropriate school uniform. Ensuring equitable access is vital for promoting engagement and inclusion.</p>

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
Reading Attainment	<ul style="list-style-type: none"> Implement targeted reading interventions using evidence-based programmes. Increase access to high-quality texts and reading materials. Provide CPD for staff on teaching reading fluency and comprehension. Use regular diagnostic assessments to inform planning and track progress. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Disadvantaged pupils make at least 6 points progress across the academic year in reading. The focus remains on accelerating progress for all pupils, ensuring that disadvantaged learners are supported to achieve at least as well as their peers. Internal assessments show term-on-term improvement in reading fluency and comprehension. Disadvantaged pupils will make accelerated progress in writing from starting points against EYFS baseline.
Writing Attainment	<ul style="list-style-type: none"> Embed consistent writing and spelling frameworks across all year groups.

	<ul style="list-style-type: none"> • Provide structured opportunities for extended writing and feedback. • Deliver focused writing interventions for identified pupils. • Continue staff training on effective writing instruction (Walkthrus), and moderation. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Disadvantaged pupils make 6+ points progress in writing across the year. • The focus remains on accelerating progress for all pupils, ensuring that disadvantaged learners are supported to achieve at least as well as their peers. • Book scrutiny and moderation evidence show improved sentence structure, vocabulary, spelling and independence in writing. • Disadvantaged pupils will make accelerated progress in writing from starting points against EYFS baseline.
Maths Attainment	<ul style="list-style-type: none"> • Deliver targeted Maths interventions using manipulatives and visual models. • Embed mastery approaches and reasoning strategies across the curriculum. • Provide staff training on adaptive teaching and formative assessment. • Use data to identify gaps and personalise support. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Disadvantaged pupils make expected or better progress (6+ points) in Maths over the year. • The focus remains on accelerating progress for all pupils, ensuring that disadvantaged learners are supported to achieve at least as well as their peers. • Pupils demonstrate improved confidence and accuracy in arithmetic and reasoning tasks. • Disadvantaged pupils will make accelerated progress in maths from starting points against EYFS baseline.
Speech, Language and Communication	<ul style="list-style-type: none"> • Increase access to Speech and Language support through external specialists and trained staff. • Embed vocabulary-rich environments and oral language activities. • Use screening tools to identify needs early and track progress. • Provide CPD on language development and phonics instruction. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Identified pupils make measurable progress in language development (e.g. 2+ points on speech and language scales). • Reception pupils show improved baseline scores in language and phonics by the end of the year.

	<ul style="list-style-type: none"> Increased use of subject-specific vocabulary and oral contributions in class discussions.
Mental Health and Well-being	<ul style="list-style-type: none"> Expand pastoral support through ELSA-trained staff and wellbeing programmes. Implement structured interventions for emotional literacy and resilience. Strengthen links with families and external agencies. Create safe spaces and routines that promote emotional regulation. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Pupils receiving SEMH support show improved engagement and behaviour, reflected in positive behaviour or reduced incidents. Pupil voice surveys show increased emotional literacy and resilience. Staff report improved self-regulation and classroom participation among targeted pupils.
Attendance	<ul style="list-style-type: none"> Monitor attendance closely and follow up swiftly on absences. Work with families to identify and address barriers to attendance. Provide incentives and recognition for improved attendance. Offer wraparound support including breakfast club and afterschool club. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Disadvantaged pupils' attendance improves by at least 1 percentage point compared to the previous year. The number of disadvantaged pupils classed as persistently absent (33.9%) is reduced by 3%. Improved attendance correlates with at least 6 points progress in core subjects.
Enrichment Access	<ul style="list-style-type: none"> Subsidise trips, uniform, and extracurricular activities for disadvantaged pupils. Promote inclusive access to clubs, competitions, and cultural experiences. Provide breakfast provision and resources to support readiness for learning. Engage families in enrichment planning and participation. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> An increase in the number of disadvantaged pupils accessing enrichment opportunities per year. Uptake of funded support increases. Pupil and parent feedback reflects positive impact on confidence, engagement, and sense of belonging.

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: £41,570.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to deliver small group tuition/interventions</p> <p>These interventions will include: Toe by Toe, Power of 2, 1st Class@Number 1 and 2, Little Wandle Keep up and Catch-up.</p> <p>Autumn term: Toe by Toe: Year 3: 4 Pupil Premium Pupils Year 4: 7 Pupil Premium Pupils</p> <p>1stClass@Number: Year 3: 3 Pupil Premium Pupils</p> <p>Year 6 Maths intervention: 3 Pupil Premium Pupils</p> <p>Baseline data will be generated so that progress can be measured and intervention adapted if required.</p> <p>Fortnightly TA Meetings: The Deputy Headteacher (DHT) will meet fortnightly with Teaching Assistants to</p>	<p>The EEF toolkit suggests that small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Supporting Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Staff will deliver targeted small-group interventions for disadvantaged pupils identified through pupil progress meetings. These pupils will receive additional support beyond quality first teaching, with a focus on key learning objectives and foundational knowledge. Structured programmes such as 1stClass@Number 1 and 2, Toe by Toe, Power of 2, and phonics-based interventions will be used to accelerate progress in reading, writing, and maths. Staff will ensure interventions are robust, regularly monitored, and tailored to individual needs to help close learning gaps and improve outcomes.</p>	<p>1 - 4</p>

<p>review the impact of interventions and discuss pupil progress.</p> <p>Pupil progress booklets and meetings ensure children who are not on track for expected attainment at the end of the year will be discussed in detail, as well as children not making expected progress. Staff will be asked questions to deepen understanding about the barriers</p>		
<p>Purchase of further resources to support the effective delivery and implementation of Little Wandle and Little Wandle Fluency.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Funding will be used to purchase additional resources to support the effective delivery of Little Wandle and Little Wandle Fluency programmes. This will ensure high-quality, decodable reading materials are available for disadvantaged pupils both in school and at home, enabling regular practice and reinforcement of phonics skills. These resources will support consistent implementation of the programme and help improve reading fluency and confidence.</p>	<p>1 - 4</p>
<p>All senior leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities:</p> <ul style="list-style-type: none"> - Monitoring and evaluating - Leading CPD 	<p>Capacity to Lead - Leadership is defined as the "capacity to lead." Individuals with the capacity to lead generally have four key attributes: the skill to work and influence others; an awareness of the nature of conflict; an ability to implement the flow, adoption, and wise use of knowledge; and the ability to conceive and create innovative plans. (The research report, Freedom to Lead: a study of outstanding primary school</p>	<p>1 - 7</p>

<p>- Conducting Pupil Progress Meetings</p> <p>- In addition,</p> <p><u>Pupil Progress Meetings for spotlight PP pupils</u></p> <p>-Fortnightly TA Meetings: The Deputy Headteacher (DHT) will meet fortnightly with Teaching Assistants to review the impact of interventions and discuss pupil progress.</p> <p>-Three-Weekly HT Meetings: Every three weeks, the Headteacher (HT) will meet with class teachers to hold pupil progress meetings, with a specific focus on Pupil Premium and Key Performance Indicator (KPI) children.</p>	<p>leadership in England, Research Report: July 2024 – Peter Matthews, Simon Rea, Robert Hill & Qing Gu)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A - _Outstanding primaries final report.pdf</p> <p>EEF Supporting Evidence: https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p> <p>Senior leaders will maintain a strong focus on improving Quality First Teaching through regular monitoring, staff development, and pupil progress meetings. These meetings help identify gaps in foundational knowledge and ensure that targeted interventions are in place to meet the needs of disadvantaged pupils, including those eligible for Pupil Premium. Ongoing evaluation of teaching and interventions ensures that support is effective and responsive.</p>	
<p>Coaching model implemented across school to improve teaching and learning linked to:</p> <p>-Evidence informed teacher WalkThrus</p> <p>-The HVT (Hales Valley Trust) Teacher Skills Builder – a codified framework for effective teaching</p> <p>-The principles of Adaptive Teaching</p>	<p>Instructional coaching and deliberate practice are proven strategies for improving teaching technique and classroom practice. Drawing on Goleman’s research into leadership styles, a coaching approach fosters reflective practice and professional growth more effectively than directive or authoritarian models.</p> <p>The Education Endowment Foundation (EEF) identifies instructional coaching as one of the most promising forms of professional development. According to their Effective Professional Development guidance, coaching is most impactful when it involves sustained, structured sessions with clear goals, actionable feedback, and opportunities for reflection and refinement.</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>To support this, we use Teacher Walkthrus and the Teacher Skills Builder framework,</p>	<p>1 - 5</p>

	<p>which align with EEF’s emphasis on mechanism-based professional development. These tools break down complex teaching strategies into manageable steps, enabling deliberate practice and reflective improvement—key mechanisms highlighted by the EEF.</p> <p>In addition, coaching supports the implementation of adaptive teaching principles, as outlined in the EEF’s guidance on Special Educational Needs in Mainstream Schools. Through coaching, teachers are better equipped to reflect on differentiation strategies and tailor instruction to meet the diverse needs of all pupils, including those eligible for Pupil Premium.</p>	
<p>Enhancement of teaching approaches through investment in ongoing professional development supported through resources to support effective teaching and learning:</p> <ul style="list-style-type: none"> - The Write Stuff subscription and resources e.g. books, whole Trust INSET – all teachers and support staff: Write Stuff conference/Early Years staff and senior leaders – Fantastic Foundations - White Rose Maths resources and subscriptions - Assessment Materials (Standardised assessment in reading, SPaG, maths.co.uk, Accelerated Reader) 	<p>To maximise the impact of Pupil Premium funding and improve outcomes for disadvantaged pupils, our strategy focuses on enhancing teaching quality through evidence-informed professional development and targeted curriculum resources. This includes investment in structured writing pedagogy using <i>The Write Stuff</i>, which supports sentence-level instruction, vocabulary development, and explicit modelling. These approaches reflect the Education Endowment Foundation’s (EEF) recommendations for improving literacy, particularly through the explicit teaching of writing strategies such as planning, drafting, and revising, which have been shown to significantly boost pupil outcomes.</p> <p>In mathematics, the use of <i>White Rose Maths</i> resources and subscriptions ensures consistent, mastery-based instruction that supports deep conceptual understanding. Alongside this, standardised assessment materials in reading, SPaG, and maths (including platforms such as maths.co.uk and Accelerated Reader) provide reliable insights into pupils’ strengths and gaps in foundational knowledge. These assessments help teachers to tailor instruction and</p>	<p>1 - 4</p>

<p>Pupil progress booklets and meetings will ensure spotlight pupils who are not on track for expected attainment at the end of the year are discussed in detail, as well as children not making expected progress. Staff will be asked questions to ensure that Century nuggets link directly to pupil gaps in foundational knowledge. See pupil progress booklets for individual pupil gaps.</p> <p><u>Pupil Progress Meetings for spotlight PP pupils</u></p> <p>-Fortnightly TA Meetings: The Deputy Headteacher (DHT) will meet fortnightly with Teaching Assistants to review the impact of interventions and discuss pupil progress.</p> <p>-Three-Weekly HT Meetings: Every three weeks, the Headteacher (HT) will meet with class teachers to hold pupil progress meetings, with a specific focus on Pupil Premium and Key Performance Indicator (KPI) children.</p>	<p>interventions effectively, in line with EEF guidance on assessing and monitoring pupil progress.</p> <p>Professional development is structured around the EEF's principles of effective CPD, which highlight the importance of sustained learning, clear goals, and opportunities for feedback and reflection. Our approach includes investment in INSET sessions, leadership-led coaching, and the use of IRIS video reflection to support staff in refining their practice and deepening pedagogical knowledge. For Early Years staff and leaders, the <i>Fantastic Foundations</i> INSET aligns with EEF's <i>Preparing for Literacy</i> guidance, promoting high-quality oral language development and early writing experiences as key to long-term literacy success.</p> <p>Monitoring and evaluation are central to our strategy, ensuring that implementation remains responsive and evidence-informed. The leadership team track writing outcomes and use coaching insights to inform personalised staff development. Standardised assessments are used to monitor pupil progress and guide targeted support, ensuring that teaching strategies are delivered with fidelity and adapted to meet pupil needs. This comprehensive approach ensures that Pupil Premium funding is used effectively to close attainment gaps and support sustained academic progress.</p> <p>Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Preparing for Literacy (Early Years) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Assessing and Monitoring Pupil Progress (AMPP) https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	
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	<p>EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Updated Resources for Maximising Pupil Premium Impact https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	
<p>Specific personalised and targeted homework for targeted pupils who are 'not on track' to achieve ARE through the use of the platform <i>Century</i> powered by AI. This will be used to set homework and create personalised pathways for each child.</p> <p>This will be monitored by the senior leadership team fortnightly and a record will be kept of monitoring.</p>	<p>To support pupils who are currently not on track to achieve Age-Related Expectations (ARE), we will implement a targeted homework strategy using <i>Century</i>, an AI-powered learning platform. This approach involves setting personalised homework pathways tailored to each pupil's learning gaps and strengths.</p> <p>The Education Endowment Foundation (EEF) highlights that homework, when set twice weekly and designed to be purposeful and linked to classroom learning, can lead to an average impact of +3 months' progress in primary settings (EEF Homework Evidence).</p> <p>Century's Smart Nugget Assignments allow teachers to assign adaptive homework tasks that respond to individual pupil performance. This aligns with EEF's findings on individualised instruction, which shows moderate gains when technology is used to tailor content to learners' needs. Century's AI engine dynamically adjusts learning pathways, ensuring each pupil receives the appropriate level of challenge and support.</p> <p>For disadvantaged pupils, EEF notes that homework can have a modest impact, but its effectiveness increases when it is targeted, relevant, and monitored. Century's platform supports this by enabling teachers to set homework that directly addresses</p>	<p>1 - 4</p>

	<p>pupils' learning gaps, increasing its relevance and potential impact.</p> <p>Monitoring will be conducted by the Senior Leadership Team (SLT) using Century's data dashboards, which provide actionable insights into pupil progress and engagement. This supports EEF's emphasis on implementation and monitoring as key components of successful school improvement strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Additional phonic sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p><u>Autumn Term</u> 9 Pupil Premium Pupils Progress checked fortnightly by phonics lead and adjustments in provision made if necessary</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Additional phonics sessions, delivered through both one-to-one and small group formats, are provided for disadvantaged pupils who require further support in developing their phonics skills. These sessions are designed to supplement whole-class teaching and address individual learning needs.</p> <p>Phonics approaches have a strong evidence base demonstrating a positive impact on pupil outcomes, particularly for those from disadvantaged backgrounds. According to the Education Endowment Foundation (EEF), targeted phonics interventions are most effective when delivered regularly over a sustained period of up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Individualised instruction can lead to an average of +4 months progress when used</p>	<p>1, 2, 4</p>

	<p>as a supplement to classroom teaching. Tuition that is tailored to specific gaps in knowledge or skills, whether delivered one-to-one or in small groups, has been shown to be an effective strategy for supporting pupils who are low attaining or at risk of falling behind:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>These targeted interventions form part of our broader strategy to close attainment gaps and ensure all pupils have the opportunity to succeed.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><u>Pupil Progress Meetings for spotlight PP pupils</u></p> <p>-Fortnightly TA Meetings: The Deputy Headteacher (DHT) will meet fortnightly with Teaching Assistants to review the impact of interventions and discuss pupil progress.</p> <p>-Three-Weekly HT Meetings: Every three weeks, the Headteacher (HT) will meet with class teachers to hold pupil progress meetings, with a specific focus on Pupil Premium and Key Performance Indicator (KPI) children.</p>	<p>To improve attainment in mathematics for disadvantaged pupils, we have strengthened our curriculum and teaching strategies in line with the Department for Education’s non-statutory guidance, developed with the National Centre for Excellence in the Teaching of Mathematics (NCETM), and supported by evidence from the Education Endowment Foundation (EEF).</p> <p>We deliver a mastery-based curriculum using White Rose Maths, ensuring a coherent and well-sequenced approach to mathematical learning. To support fluency and recall, particularly in multiplication, we use Number Sense Maths with a focused emphasis on times tables knowledge.</p> <p>We also implement 1stClass@Number 1 and 2 interventions, which provide structured, small-group support for pupils who need to secure foundational number understanding. These programmes are designed to accelerate progress and build confidence in key mathematical concepts, particularly for those eligible for pupil premium.</p>	<p>3</p>

	<p>In addition, we provide targeted small group teaching for Year 6 pupils, prioritising disadvantaged learners. These sessions offer personalised support to address gaps in understanding, reinforce key concepts, and prepare pupils for end-of-key-stage assessments. This approach is informed by EEF evidence on the impact of small group tuition for disadvantaged learners.</p> <p>By embedding these strategies, we aim to close the attainment gap and ensure all pupils have access to high-quality, inclusive maths education.</p> <p>DfE Maths Guidance for KS1 and KS2: https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>EEF Teaching & Learning Toolkit – Mastery Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>ELSA trained Teaching Assistant to run focussed nurture intervention groups in KS1 and KS2.</p> <p>Autumn Term: 43% of pupils supported by ELSA are Pupil Premium pupils (3 pupils).</p> <p>Baseline assessment completed either Boxall or ELSA assessment Weekly discussions take place between the ELSA, SENCO and class teacher to ensure the correct support is put into place to support this child</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>EEF Supporting Evidence: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>ELSA (Emotional Literacy Support Assistant) is used to support disadvantaged pupils in KS1 and KS2 by helping them develop emotional resilience, self-esteem, and social skills. Through regular sessions with a trained adult, pupils learn to manage their feelings, build positive relationships, and reduce anxiety - ensuring they are emotionally ready to engage with learning and make the most of their time in school.</p>	<p>5</p>

	<ul style="list-style-type: none"> ▪ EEF: Social and Emotional Learning (SEL) programmes = +4 months progress. ▪ HVT Teaching Skills Builder: relationships and behaviour for learning are core. <p>Professional development has been provided to those running interventions to ensure the best-placed members of staff provide these. The quality of these interventions will be monitored by SLT fortnightly. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it.</p> <p>Baseline assessment completed either Boxall or ELSA assessment</p> <p>Weekly discussions take place between the ELSA, SENCO and class teacher to ensure the correct support is put into place to support this child.</p>	
<p>Training staff in specific areas across school in nurture/well-being work (e.g. Bereavement, Trauma)</p> <p>Baseline: Boxall – progress checked fortnightly</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies EEF Supporting Evidence: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Staff have received training in key areas of nurture and well-being, including bereavement and trauma, to better support disadvantaged pupils. This enables staff to deliver targeted emotional support through activities such as one-to-one check-ins and small-group sessions. Ongoing professional development and supervision throughout the year will ensure staff continue to build confidence and expertise in supporting pupils' emotional needs, helping to remove barriers to learning and improve engagement.</p>	5

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

Budgeted cost: £34,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonic interventions for lowest 20% across the whole school targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) using Little Wandle Keep-up and Catch-up programme.</p> <p><u>Autumn Term</u> 9 Pupil Premium Pupils Phonics interventions will be monitored by the EYFS/Phonics Lead. Regular discussions will take place fortnightly to review progress and address any emerging needs. Additionally, phonics heatmaps will be reviewed every six weeks to identify next steps and inform future planning with</p>	<p>To support disadvantaged pupils and close the attainment gap in early reading, we are implementing targeted phonics interventions across the whole school, focusing on the lowest 20% of readers. Many of these pupils are eligible for Pupil Premium and require additional support to develop secure phonological awareness and decoding skills.</p> <p>Disadvantaged pupils may have had less exposure to spoken language and books at home, which can delay the development of phonological awareness - an essential foundation for reading. To address this, we are delivering targeted phonics sessions using the Little Wandle Keep-up and Catch-up programme, through 1:1 and small group interventions. These sessions are designed to accelerate progress by improving decoding skills and reading accuracy.</p> <p>Evidence from the Education Endowment Foundation (EEF) supports this approach:</p> <p>Phonics approaches have a strong evidence base, showing a positive impact on early reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Individualised instruction can lead to +4 months progress, especially when used to supplement high-quality classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition is effective when delivered regularly over a sustained period (up to 12 weeks). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 4</p>

<p>intervention folders reviewed regularly by the Senior Leadership Team (SLT).</p>	<p>Effective implementation is key. The EEF recommends that phonics teaching be matched to each child's current skill level and delivered systematically. Our approach aligns with this guidance by tailoring sessions to individual needs, ensuring pupils receive the right support at the right time.</p> <p>In addition, pupils who did not pass the Phonics Screening Check will receive targeted intervention to address specific gaps and accelerate their progress toward age-related expectations.</p>	
<p>As part of our Pupil Premium strategy, teachers provide responsive, high-quality Wave 1 reading interventions during lessons to support disadvantaged pupils. These interventions focus on developing stamina, fluency, vocabulary, and comprehension. Staff use assessment tools such as the Accelerated Reader record book to identify gaps and tailor support. Senior leaders monitor implementation to ensure consistency and impact.</p> <p>Key strategies include:</p> <ul style="list-style-type: none"> -Using the Accelerated Reader record book to identify individual pupil gaps in reading. 	<p>EEF Evidence: Reading and phonics interventions typically result in an additional 5-6 months of progress.</p> <p>Accelerating Progress: Targeted gap analysis enables swift and measurable improvements.</p> <p>Wave 1 Reading Interventions focus on adaptive teaching, scaffolding, and immediate feedback within high-quality first teaching. These strategies help prevent misconceptions, offer timely challenge, and accelerate learning without relying on separate intervention sessions.</p> <p>To support this, professional development will be provided to staff, demonstrating how Wave 1 interventions can be embedded effectively within lessons. Pupil Premium spotlight children will be monitored fortnightly by the Deputy Headteacher.</p> <p>Teachers will be allocated time during phase meetings to review Star Reader assessments via Accelerated Reader (AR). These will be cross-referenced with pupil progress booklets. The English Leader, supported by the Senior Leadership Team (SLT), will facilitate these sessions.</p>	<p>1</p>

<ul style="list-style-type: none"> -SLT spot checks, fortnightly of reading diaries to ensure pupils are reading within their ZPD and books are changed appropriately -Targeted questioning during lessons to check understanding and deepen comprehension. -Encouraging pupils to read aloud, including echo reading and choral reading, to model and practise fluent delivery. -Pre-teaching tricky vocabulary and reinforcing it during reading sessions. -Providing immediate feedback on comprehension responses, prompting pupils to justify answers with evidence from the text. 		
<p>Accelerated Reader – Star Reader diagnostic/quizzing to accelerate progress alongside the reading cycle strategies – targeted for comprehension in</p>	<p>Pupil Premium funding is used to support the implementation of Accelerated Reader and Star Reader diagnostic assessments to accelerate progress in reading for KS2 pupils who have successfully passed the Phonics Screening Check (PSC). These tools enable precise tracking of reading development and comprehension, allowing for targeted intervention and support. The teaching cycle of reading will focus on comprehension and fluency through the use of whole texts, with metacognitive strategies embedded to support pupils in</p>	<p>1, 4</p>

<p>KS2 (for pupils who have passed their PSC).</p> <p><u>Autumn Term</u></p> <p><u>Year 3:</u> 10 Pupil Premium Pupils</p> <p><u>Year 4:</u> 15 Pupil Premium Pupils</p> <p><u>Year 5:</u> 10 Pupil Premium Pupils</p> <p><u>Year 6:</u> 8 Pupil Premium Pupils</p> <p>Accelerated Reader will be monitored fortnightly during phase meetings. Staff will identify and target pupils based on the outcomes of the Accelerated Reader reports. Interventions will be monitored fortnightly by the Reading Lead and Phase Leader, with intervention folders reviewed regularly by the Senior Leadership Team (SLT).</p>	<p>understanding and reflecting on their reading. This approach is designed to build deeper engagement with texts and improve overall reading outcomes.</p> <p>Reading comprehension strategies are shown to have a high impact on pupil progress, with an average of +6 months according to the Education Endowment Foundation (EEF). Alongside phonics, they form a crucial component of early reading instruction. To maximise impact, it is important to identify the appropriate level of text difficulty, provide meaningful context for practising reading skills, foster a desire to engage with texts, and offer sufficient challenge to improve comprehension.</p> <p>Leadership will monitor the impact of Accelerated Reader and Star Reader through regular analysis of diagnostic data, quizzing outcomes, and reading age progress. Pupil progress meetings will include focused discussions on reading attainment and engagement, with particular attention to disadvantaged pupils. Leaders will also conduct learning walks, book looks, and pupil voice activities to evaluate the effectiveness of reading instruction and ensure that comprehension strategies are being consistently applied across classrooms. This monitoring will inform ongoing staff development and ensure that reading provision remains responsive to pupil needs.</p> <p>EEF Guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Language interventions for children with Nursery and Reception based on WellComm. Encouraging children to read aloud and discuss</p>	<p>As part of our Pupil Premium strategy, we are implementing a range of oral language and communication interventions across Early Years, Key Stage 1, and Key Stage 2 to improve outcomes for disadvantaged pupils. In Nursery and Reception, targeted support is delivered using the WellComm Screening and Intervention Toolkit, with activities carefully matched to each child’s developmental stage. These include small group and 1:1 sessions</p>	<p>4</p>

<p>books, modelling of inference through structured questioning. Speech and Language interventions for pupils across Early Years, Key Stage 1 and 2 - group or paired work.</p> <p>3 (100%) Pupil Premium Pupils Language interventions such as Wellcomm will be monitored fortnightly within the setting through learning walks conducted by the EYFS Lead and Deputy Headteacher (DHT). Intervention folders will be reviewed regularly by the Senior Leadership Team (SLT) to ensure consistency and impact.</p>	<p>focused on developing expressive and receptive language, alongside dialogic activities such as reading aloud, structured book talk, and modelling of inference through questioning. Across all key stages, pupils with identified speech and language needs receive additional support through group or paired interventions, often in collaboration with Speech and Language Therapists. These approaches align with the Education Endowment Foundation’s guidance on oral language interventions, which emphasise the importance of spoken language and verbal interaction in the classroom. With an average impact of +6 months’ additional progress, these strategies include structured speaking and listening activities, vocabulary development, and adult modelling of high-quality language. Training is provided to ensure staff can effectively support pupils’ oracy, and careful identification processes are in place to ensure that children who struggle with articulation or spoken language receive timely and appropriate support. This approach is supported by evidence from the EEF, available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions.</p>	
<p>Additional interventions across school – phonics 1:1 tuition, Century learning platform, Toe by Toe (reading), Power of 2 (maths). To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (Education Endowment Foundation, 2021). Tuition is more likely to make an impact if it additional As part of our Pupil Premium strategy, we provide targeted academic interventions to support disadvantaged pupils who are identified as having low prior attainment or who are struggling in specific areas. These include 1:1 phonics tuition, the Century learning platform, Toe by Toe for reading, and Power of 2 for maths. The SENCo oversees the identification</p>	<p>1 - 4</p>

<p>support are identified and targeted fairly and transparently. Teaching Assistants will be skilled in particular areas to maximise the impact of their skill set to ensure that there is consistency of approach and that intervention is high quality. Focus interventions will be Toe by Toe, Power of 2.</p> <p><u>Autumn term:</u> <u>Toe by Toe:</u> Year 3: 4 Pupil Premium Pupils Year 4: 7 Pupil Premium Pupils</p> <p><u>1stClass@Number:</u> Year 3: 3 Pupil Premium Pupils</p> <p><u>Year 6 Maths intervention:</u> 3 Pupil Premium Pupils</p> <p>All interventions will be monitored regularly by members of the Senior Leadership Team (SLT). This will include fortnightly checks of intervention folders to ensure information is up to date and to evaluate the impact of</p>	<p>process to ensure that support is allocated fairly and transparently. A particular focus is placed on Toe by Toe and Power of 2, which offer structured, cumulative programmes designed to close gaps in literacy and numeracy. According to the Education Endowment Foundation (2021), one-to-one tuition is highly effective, with an average impact of five months' additional progress, particularly when it is closely linked to classroom learning. Teaching Assistants, trained in delivering these interventions, provide consistent, high-quality support. EEF research also shows that when Teaching Assistants deliver structured interventions in small groups or one-to-one settings, pupils can make an additional three to four months' progress. These approaches are grounded in evidence from the EEF's Teaching and Learning Toolkit and are designed to ensure that Pupil Premium pupils receive the targeted, high-impact support they need to succeed</p> <p>https://educationendowmentfoundation.org.uk</p>	
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<p>sessions. Monitoring will also support consistency and effectiveness across all phases.</p>		
<p>Teachers will provide in-the-moment Wave 1 intervention for pupil premium children, focusing on arithmetic and fluency. Staff will use Century AI and Times Tables Rockstars to identify gaps in understanding.</p> <p>The initial focus for monitoring will be based on data from Years 2, 3, and 4 to accelerate progress for pupil premium pupils- this will take place fortnightly.</p> <p>35 pupils in total across the 3-year groups.</p> <p>Strategies include targeted questioning during lessons, the use of manipulatives such as counters and place value grids to support conceptual understanding, and live marking and feedback to address errors immediately. Teachers will provide next steps</p>	<p>Wave 1 interventions in maths are centred on adaptive teaching, effective scaffolding, and immediate feedback, all delivered through high-quality first teaching. These approaches help prevent misconceptions from taking root, offer challenge precisely when needed, and accelerate pupil progress without relying on separate intervention sessions.</p> <p>Staff will receive professional development to demonstrate how Wave 1 strategies can be embedded within everyday lessons. Pupil premium children identified for focused support will be tracked fortnightly by the DHT.</p> <p>Teachers will be allocated time during phase meetings to review Century AI and Times Tables Rockstars reports. These will be cross-referenced with pupil progress booklets to inform planning and intervention. The Maths Leader, supported by SLT, will lead and facilitate these sessions during phase meetings.</p>	<p>3</p>

<p>either verbally or through 'feedback as action' tasks, allowing pupils to correct their work during the lesson.</p> <p>Success criteria and worked examples will be used as scaffolds. Multi-step problems will be broken down into smaller, manageable chunks, and sentence stems or structured prompts will be provided to support pupils' mathematical reasoning.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed																																												
<p>Attendance monitoring via attendance lead and the implementation of attendance success meetings and plans. Implementation of new attendance policy which has an emphasis upon days and sessions absent rather than percentages. Attendance meetings will be held with a</p>	<table border="1" data-bbox="488 1464 1273 1751"> <tbody> <tr> <td>Absence from 0% to less than 5%</td> <td>168</td> <td>74.0%</td> <td></td> </tr> <tr> <td>Absence from 5% to less than 10%</td> <td>26</td> <td>11.5%</td> <td></td> </tr> <tr> <td>Absence from 10% to less than 15%</td> <td>16</td> <td>7.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 15% to less than 20%</td> <td>7</td> <td>3.1%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 20% to less than 25%</td> <td>3</td> <td>1.3%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 25% to less than 30%</td> <td>2</td> <td>0.9%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 30% to less than 35%</td> <td>1</td> <td>0.4%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 35% to less than 40%</td> <td>2</td> <td>0.9%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 40% to less than 45%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 45% to less than 50%</td> <td>0</td> <td>0.0%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence greater than or equal to 50%</td> <td>2</td> <td>0.9%</td> <td>Severely absent</td> </tr> </tbody> </table> <p>As part of our wider Pupil Premium strategy, we are prioritising improved attendance for disadvantaged pupils, recognising its critical role in closing the attainment gap. Research from the Education Endowment Foundation (EEF) shows that the higher the percentage of sessions missed across a key stage, the lower the likely level of attainment at the end of</p>	Absence from 0% to less than 5%	168	74.0%		Absence from 5% to less than 10%	26	11.5%		Absence from 10% to less than 15%	16	7.0%	Persistently absent	Absence from 15% to less than 20%	7	3.1%	Persistently absent	Absence from 20% to less than 25%	3	1.3%	Persistently absent	Absence from 25% to less than 30%	2	0.9%	Persistently absent	Absence from 30% to less than 35%	1	0.4%	Persistently absent	Absence from 35% to less than 40%	2	0.9%	Persistently absent	Absence from 40% to less than 45%	0	0.0%	Persistently absent	Absence from 45% to less than 50%	0	0.0%	Persistently absent	Absence greater than or equal to 50%	2	0.9%	Severely absent	<p>6</p>
Absence from 0% to less than 5%	168	74.0%																																												
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Absence greater than or equal to 50%	2	0.9%	Severely absent																																											

<p>designated member of staff. Referral to Early Help may be made in order to offer further support.</p> <p><u>More Frequent Meetings:</u> If attendance does not show improvement, meetings with parents/carers will be held fortnightly to review progress and update support strategies.</p> <p><u>Attendance Coffee Mornings:</u> These will be scheduled and written into individual support plans to encourage engagement and provide informal opportunities for discussion.</p> <p><u>Attendance Class Champions:</u> Designated pupils will act as Attendance Champions within their class to promote good attendance and celebrate improvements.</p>	<p>Key Stage 2. Poor attendance is particularly detrimental for disadvantaged pupils, and ensuring their attendance is at least in line with their peers is a foundational step in raising outcomes. To address this, attendance is closely monitored by the Attendance Lead, with regular Attendance Meetings and personalised plans implemented for pupils at risk of persistent absence. A new attendance policy has been introduced, focusing on the number of days and sessions missed rather than percentages, making the impact of absence more visible to families. Designated staff hold regular attendance meetings, and referrals to Early Help are made where appropriate to provide multi-agency support. This aligns with the EEF's emphasis on whole-school approaches and collaboration with services such as education welfare officers, school nurses, and safeguarding teams to address underlying barriers to attendance. The use of ELSA (Emotional Literacy Support Assistants) further supports pupil well-being and engagement, contributing to a holistic approach. The EEF also highlights that effective implementation requires clear roles, consistent monitoring, and feedback loops - principles embedded in our approach to ensure accountability and timely intervention. These strategies reflect the EEF's guidance on wider strategies, including speech and language, mental health, and well-being, as essential components of supporting disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk</p>	
<p>The continued development of pupil roles within school to include junior leadership team, school and trust council.</p> <p>100% of Year 6 pupils have a</p>	<p>As part of our wider Pupil Premium strategy, we are committed to supporting the personal development and well-being of disadvantaged pupils through the continued development of meaningful pupil leadership roles. Opportunities such as the Junior Leadership Team, School Council, and Trust Council enable pupils to contribute actively to school life, promoting a sense of belonging, responsibility, and aspiration. These roles help build confidence, communication skills, and emotional resilience - key factors in supporting mental</p>	<p>5, 6, 7</p>

<p>leadership responsibility.</p> <p>School Council 1 pupil</p> <p>Trust Council 1 pupil</p>	<p>health and engagement. This approach aligns with the Education Endowment Foundation’s guidance on wider strategies, which highlights the importance of well-being, pupil voice, and social and emotional learning in improving outcomes for disadvantaged pupils. Furthermore, research into outstanding primary school leadership (Matthews, Rea, Hill & Gu, 2024) emphasises that exceptional schools do not simply distribute leadership but actively develop it at all levels - including among pupils. By embedding leadership development into our school culture, we aim to empower Pupil Premium pupils, raise aspirations, and foster a strong sense of agency and inclusion. This is supported by the EEF’s wider strategies guidance, available at:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Further enrichment of the curriculum through the provision of out-of-school hours learning opportunities, run by school staff and the Sports Coach to include: sports and arts areas.</p> <p><u>Multi-Sports:</u> 6 Pupil Premium Pupils</p> <p><u>Football Training:</u> 5 Pupil Premium Pupils</p>	<p>As part of our wider Pupil Premium strategy to support well-being and engagement, we continue to enrich the curriculum through the provision of out-of-school hours learning opportunities in sports, the arts, and other areas of interest. Pupil voice has indicated a strong desire for a wider range of clubs, and we are responding by expanding our extracurricular offer to ensure that disadvantaged pupils have equal access to these opportunities. Participation in after-school clubs has been shown to positively impact academic performance and personal development activities also play a vital role in supporting mental health and emotional well-being by fostering social connections, confidence, and a sense of belonging. According to the Education Endowment Foundation (EEF), extracurricular participation can lead to improved attainment in core subjects such as maths and English, with an average impact of +1 month’s progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents By embedding enrichment into our Pupil Premium strategy, we aim to provide a holistic educational experience that supports both academic success and personal growth.</p>	6, 7

<p>Computer access in school and at home</p> <p>All Pupil Premium Pupils have access to devices in school</p>	<p>As part of our Pupil Premium strategy, we are committed to ensuring equitable access to digital learning tools both in school and at home. All pupils, including those eligible for Pupil Premium, have access to RMUnify and Google Classroom, supporting continuity of learning beyond the classroom. Platforms such as Century Tech are used to provide personalised homework and adaptive instruction, helping to close learning gaps through targeted support. Times Table Rock Stars (TTRS) supports fluency in multiplication, while Accelerated Reader enables teachers to track reading comprehension and guide next steps through real-time quiz data. These tools help pupils engage with learning at their own pace and build confidence in core subjects. While the Education Endowment Foundation (EEF) has not yet formally reviewed the impact of specific online platforms. EEF evidence does suggest that access to homework and structured digital learning can support progress, particularly when aligned with classroom teaching. By ensuring that disadvantaged pupils can access these platforms both in school and at home, we aim to remove barriers to learning and promote digital inclusion as part of a broader strategy to raise attainment and engagement.</p>	<p>1, 2, 3, 5</p>
<p>Support for Pupil Premium families to attend termly trips/residentials. One trip funded by school per Pupil Premium child.</p>	<p>As part of our Pupil Premium strategy, we are committed to ensuring that disadvantaged pupils have equal access to the full breadth of educational experiences, including termly trips and residentials. To support this, the school funds one trip per academic year for each Pupil Premium child, helping to remove financial barriers that might otherwise limit participation. These experiences are not only enriching but essential in providing a knowledge-rich curriculum that extends beyond the classroom. As highlighted by Matt Bromley (2018), disadvantaged pupils should be offered cultural experiences - such as museum and gallery visits - not as a substitute for academic learning, but as a vital complement to it. These opportunities broaden horizons, build cultural capital, and support personal development. They also contribute to pupil well-being, engagement, and aspiration, helping to close the attainment gap by</p>	<p>7</p>

	ensuring all pupils can access the same high-quality experiences as their peers.	
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Total budgeted cost: £ 93,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2024-2025 Pupil Premium Impact Statement Hurst Hil Primary School

Outcomes for Pupil Premium Pupils

Attainment in Reading Outcomes			
2024-2025			
Year group	Number of PP pupils	% making expected progress in reading - pp	Non-PP
EYFS (Rec) – Literacy	8	25%	68%
1	9	55%	80%
2	10	50%	76%
3	15	27%	81%
4	10	50%	82%
5	8	75%	68%
6	7	29%	83%

Attainment in Writing Outcomes			
2024-2025			
Year group	Number of PP pupils	% making expected progress in writing - pp	Non-PP
EYFS (Rec) – Literacy	8	25%	68%
1	9	22%	60%
2	10	60%	92%
3	15	27%	69%
4	10	50%	73%
5	8	63%	55%
6	7	29%	83%

Attainment in Maths Outcomes			
2024-2025			
Year group	Number of PP pupils	% making expected progress in writing - pp	Non-PP
EYFS (Rec)	8	38%	73%
1	9	33%	70%
2	10	50%	82%
3	15	20%	75%
4	10	60%	73%
5	8	63%	64%
6	7	29%	87%

MTC Checks in Year 4

4/10 scored 25 on the MTC Check
 9/10 scored 20+ on the MTC Check
 1/10 score below 20 whose attendance is 34.88%
 Daily TTRS, daily 'try out' MTC check (DFE), Times Table club before school daily for 3 weeks.

Review of 2025

Reception	GLD 2025	GLD PP 2025	National PP	GLD 2024	GLD PP 2024	National PP	GLD 2023	GLD PP 2023	National PP
	57	25	TBC	67	38	67	63	44	67

Year 1 % of pupil premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2023	12	25 (3)	67	79
2024	10	76	40	80
2025	9	33 (3)	TBC	TBC

Year 2 % of pupil premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2023	7	100	68	90
2024	14	94	-	89
2025	10	70 (7)	TBC	TBC

	Number PP	Reading			Writing			Maths		
		School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Y1 Expected	9	55	80	-25	22	60	-38	33	70	-37
Y1 Exceeding	9	0	0	0	0	0	0	0	0	0
Y2 Expected	10	50	76	-26	60	92	-32	50	82	-32
Y2 Exceeding	10	0	0	0	0	6	-6	0	0	0
Y3 Expected	15	27	81	+54	27	69	-37	20	75	-55
Y3 Exceeding	15	7	6	+1	0	0	0	0	6	-6
Y4 Expected	10	50	82	-32	50	73	-23	60	73	-13
Y4 Exceeding	10	10	32	-22	0	0	0	0	9	-9
Y5 Expected	8	75	68	+7	63	55	+8	63	64	-1
Y5 Exceeding	8	25	41	-16	0	0	0	13	27	-14
Y6 Expected	7	29	83	-54	29	83	-54	29	87	-58
Y6 Exceeding	7	0	30	-30	0	13	-13	0	13	-13

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Little Wandle Synthetic Phonics
Literacy Shed	EdShed
WellComm	GGL Assessment
Accelerated Reader	Renaissance Learning
My On	Renaissance Learning
The Write Stuff	Jane Considine
White Rose Maths	White Rose
TTRS – Times Table Rock Stars	Maths Circle Ltd
Maths.co.uk	Maths.co.uk
Century Online Learning	Century Tech
Mark	Rising Stars

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.