Pupil Premium Strategy Statement

Hugglescote Community Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils for the 2023-2024 academic year.

School overview

Detail	Data
Number of pupils in school	525
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Driver (Headteacher)
Pupil premium lead	Nicky Walker (Deputy Headteacher)
Governor / Trustee lead	Nick Fordyce (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,930

Part A: Pupil premium strategy plan

Statement of intent

Hugglescote Community Primary School is a growing school in the heart of the National Forest. We have high expectations of all our children and strongly foster an ethos of achievement, equal opportunities and inclusivity for all irrespective of background. We aim for all our pupils to achieve their full potential.

A significant proportion of our children who acquire pupil premium funding also have special educational needs (34% with 7% having an EHCP). We are proud to have a MLD Resource Base with space for 10 Key Stage 2 pupils. We have a strong ethos of inclusion and work hard with our families to ensure all children enjoy their education so they can learn and achieve in line with our motto: Enjoy; Learn; Achieve.

We recognise that a significant number of children may be disadvantaged but do not attract the pupil premium funding. Therefore, many of our children across the school benefit from the strategies we employ to ensure all our children make the best progress possible.

We have reading at the heart of our curriculum, and we prioritise the early acquisition of language development. Many of our strategies employed are targeted to achieve good early language acquisition.

As a school, we research best practise and use our own data to inform our spending. We use the EEF Tiered Approach to inform our practice. The tiered approach identifies the following three tiers of best practice: teaching; targeted academic support and wider strategies.

We believe that all the strategies we employ support each other in enabling the best outcomes for all our children irrespective to whether they are 'disadvantaged'. We recognise that underperformance may apply equally to low, middle or higher attaining groups of pupils. We invest in developing our teachers and learning support assistants to be the best they can be and in understanding the barriers that may exist to achievement including academic as well as emotional.

'*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*'

EEF Guide to the Pupil Premium

Our aims are to:

- Reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in line with national outcomes.
- Ensure all disadvantaged pupils make good progress and' keep up' with their peers
- Ensure all disadvantaged pupils acquire good early reading outcomes
- Ensure equal access and opportunities for disadvantaged pupils e.g. music tuition, attendance on trips, being school representatives etc
- Ensure that all children have equal access to the curriculum.
- Provide pastoral support as necessary

- Develop all staff professionally to understand the barriers and needs of disadvantaged pupils as well as ensuring their own practice is enhanced.
- Ensure that those disadvantaged children who also have special educational needs (SEND) receive academic and wellbeing support tailored to their individual needs.
- Build good relationships with parents/carers and support families to improve attendance.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average language and communication skills on entry as evidenced from observations on entry, baseline assessments and playgroup/nursery transition. The impact of this lower-than-average starting point can be evidence through to the other year groups.
2	Assessments, observations and discussions with pupils show that their attainment in Reading, Writing and Mathematics is below that of their peers. Furthermore, at the end of KS2 disadvantaged pupils often do not achieve the Greater Depth standard especially in mathematics.
3	Parental engagement is evidenced as being lower. This is seen through the lower uptake in the use of the school's communication service: Weduc, attendance at parent's evenings as well as attendance of open mornings and wider parental meetings.
4	Although attendance as a school is good the attendance and punctuality for the children who are currently eligible for free school meals is poorer than those who are deemed not disadvantaged. Attendance monitoring shows this group to have 2.9% lower attendance than non-pupil premium pupils, with a gap of 1.2 in unauthorised absences and a gap of 2 in authorised absences (academic year 2023-24).
5	Behaviour records indicate a higher-than-average number of recorded incidents especially in terms of gender (boys) and SEND pupils (15% increase in incidents for PP children)
6	Pastoral intervention information suggests that a higher proportion of pupil premium children have suffered from adverse childhood experiences and need a higher level of pastoral support to support their emotional needs.

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
Improved oral, communication and language skills.	School assessment data will improve. This will also be evidenced through observations, discussions as well as through monitoring of children's confidence and participation in discussions across all aspects of school life.
Improved reading attainment including phonics and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally. Increased numbers of disadvantaged pupils who are not SEND will meet age related expectation outcomes in Year 6.
Improved writing attainment and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally. Increased numbers of disadvantaged pupils who are not SEND will meet age related expectation outcomes in Year 6.
Improved maths attainment and therefore progress amongst disadvantaged children.	School data is at least in line with national outcomes. School data will show an improving picture year on year diminishing the difference internally as well as nationally. Increased numbers of disadvantaged pupils who are not SEND will meet age related expectation outcomes in Year 6.
Improved attendance and punctuality	Gap narrowed between disadvantaged children and non-disadvantaged children. Attendance at least 97% Punctuality improves and the number of 'lates' marked in the register will reduce.
Equal access to wider opportunities	All children have access to a number of extra-curricular activities. Our records will show an increase in attendance of clubs from disadvantaged pupils.
To sustain good pastoral support for all pupils but especially the disadvantaged pupils.	Wellbeing surveys will indicate improved wellbeing. Behaviour logs will show a reduction of incidents linked to wellbeing.
To achieve and sustain good parental engagement of disadvantaged pupils	Parental engagement comparable to all. Parental surveys will increasingly be received from this group of parents. School communication will be improved.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school implementation of the Voice 21 project to develop teachers' pedagogy as well as the pupil's oracy skills across the curriculum.	There is strong evidence to support the impact that Oracy has on raising standards as well as the broader character of children and their wellbeing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://voice21.org/why-oracy-matters/ Closing the Vocabulary Gap by Alex Quigley https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://voice21.org/oracy-across-the-curriculum-the-evidence/ Learning through explaining and engaging with others' mathematical ideas: Noreen M. Webb,Megan L. Franke,Nicholas C. Johnson,Marsha Ing &Joy Zimmerman https://www.tandfonline.com/doi/abs/10.1080/10986065.2021.1990744?journalCode=hmtl20	1, 2, 5

	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#spoken-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://oracyeducationcommission.co.uk/oec-report/ https://oracycambridge.org/ Collaborative Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Adoption of the OPAL programme for dinnertimes across the whole school	Behaviour logs indicate a number of low level issues at lunchtimes as well as children seeking first aid treatment unnecessarily. Pupil surveys indicate that for some children the range of opportunities for play at lunchtime is restricted and not fully inclusive. Parental engagement including visits to school are integral to the programme. https://outdoorplayandlearning.org.uk/research-and-evidence/ https://www.playscotland.org/learn/what-is-play/the-power-of-play/ https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning#:~:text=Positive%20outcomes%20have%20been%20identified,%2C%20emotional%2C%20or%20educational%20difficulties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,3,5,6
Purchase of resources to ensure high quality	To develop teachers and adults' pedagogy within class, adults work collaboratively basing the development of their practice by using Walkthrus: https://walkthrus.co.uk/	1,2,3

| teaching continues to be developed including: Walkthrus, The Write Stuff, White Rose Maths and the use of digital technologies i.e. Widgit and Colouful Semantics across the school day and curriculum. | Decisions made regarding the English and Maths curriculums and understanding of how children learn: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://educationendowmentfoundation.org.uk/early-years/maths/effective-pedagogy-mathematics https://educationendowmentfoundation.org.uk/news/eef-blog-clarity-is-king-reducing-extraneous-load Use of digital technologies to aid learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://www.widgit.com/sectors/education/primary/report-the-impact-of-symbol-supported-vocabulary-teaching.pdf https://www.exeter.ac.uk/media/universityofexeter/medicalschool/subsites/pencru/pdfs/WTE_Colourful_Semantics.pdf https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches | |
| Provide high quality focused CPD for all staff | Staff training to develop teacher's pedagogical knowledge and understanding of the principles of good quality first teaching thus making a bigger impact. Includes understanding of metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Development and embedding of feedback across the school: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Rosenshine's Principles of Instruction: https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331 Addressing the Educational Disadvantage in Schools and Colleges The Essex Way and Learning Without Labels edited by Marc Rowland Staff have access to the National College and in school coaching and mentoring activities to improve personal aspects of practice. | 1,2,3,4,5, |

	Walkthus: https://walkthrus.co.uk/	
Ensure that high quality Social and emotional approaches are embedded throughout school.	There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5,6

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Employment of a qualified teacher and experienced tutor.	To provide high quality tuition on a 1:1 or small group basis depending on the child's needs in English and or Maths. Tuition will focus on either ensuring children 'keep up' with their peers or on filling in any knowledge gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Embedding oral language interventions and CPD of staff in how to ensure that	There is strong evidence that confirms that early oracy interventions as well as specific classroom practice have a positive impact on children's knowledge and therefore attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1,2,4

additional high quality oracy work is happening in for those children at risk of falling behind.	https://voice21.org/why-oracy-matters/ Closing the Vocabulary Gap by Alex Quigley	
HLTA and or learning assistant interventions either in a small group of 1:1	Interventions to help close any gaps in knowledge. These will be based on proven interventions as part of Little Wandle phonics scheme, NCTEM mathematics guidance, Neli, Talk Boost, Lego Therapy, Fresh Start etc. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,
Continue to embed Phonics provision across the school including providing keep up and catch up interventions.	Provision for catch up and keep up activities will be prioritised to enable young children keep up with their peers. Putting evidence to work EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2,3
Use of Lexia programme a reading intervention	All Disadvantaged pupils will be provided with a log in for them to access at home as well as at school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia https://www.lexiauk.co.uk/wp-content/uploads/2024/08/Lexia-Core5-Data-Report.pdf	

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to help support families with attendance and punctuality.	There is evidence to suggest that school based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusions by 31% and improved pupil attainment (Banerjee et al. 2014) https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	2,3,4,5,6
Use of designated individuals to work with children with social and emotional difficulties including ELSAs, counsellor and pastoral workers.	There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. Maslow's hierarchy of needs is a model we are familiar with regarding basic needs and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.simplypsychology.org/maslow.html Research indicated that school based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention from reducing psychological distress (Cooper, 2009).	2,3,4,5,6
To fund extra-curricular activities e.g. music tuition, club attendance, school trips and residential trips where cost is prohibiting.	Research indicates that children from disadvantaged backgrounds have less access to wider experiences including joining clubs, talking part in the 'arts' and 'cultural' events. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

To fund or partly fund wrap around care if this is felt to be beneficial.	This is provided on the evidence that provision allows parents greater flexibility to access work, provide support for individual children to benefit homelife as well as allowing access to nutrition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3,5
To develop and embed practices for ensuring parental support and communication is good (including homework support).	Research evidences that good links between school and home are valuable. This is in regard to academic support for the child but also in terms of utilising and referring to external agencies to help support too. This relies on a good relationship between school and home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,6
Provide school uniforms including PE kits or other resources as necessary to enable equal access to the whole life of the school.	Although research does not show that the wearing of a uniform improves pupil outcomes provision of the correct clothing allows for a feeling of belonging and allows equal access to the whole curriculum (PE including swimming) as well as extra-curricular clubs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3,4,6

Total budgeted cost: £94,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium activity for pupils in the 2024 to 2025 academic year.

Contextual information for our Pupil Premium Children in the 2024-2025 Academic Year:
- *78 pupils identified as being disadvantaged.*
- *20 children have SEND Support*
- *7 additional children had EHCPs Therefore 35% of Pupil Premium children have SEND (17% national rate).*
- *In Year 6, 5 out of 13 disadvantaged children have SEND.*
- *4 children speak English as an additional language (EAL).*
- *Overall absence rate 6.7% (national 5.2%)*
- *Persistent absent 24.7% (13.5% all pupils)*
- *65% of our disadvantaged pupils are 'homegrown' compared to 90% of our non-disadvantaged pupils. This means 35% of our disadvantage pupils have joined us from another school and/ or area.*

We have analysed the performance of our disadvantaged pupils and we compare it to the national outcomes as well as our 'non-disadvantaged' pupils within school. In cohorts where there are fewer than 10 disadvantaged pupils, care should be taken in comparing data due to statistical difficulties.

Pupil Outcomes for 2023-24 Academic Year.

Information for the following Intended Outcomes:

Improved oral, communication and language skills.
Improved reading attainment including phonics and therefore progress amongst disadvantaged children.
Improved writing attainment and therefore progress amongst disadvantaged children.
Improved maths attainment and therefore progress amongst disadvantaged children.

Key stage	School	National disadvantaged	Difference
EYFS GLD (1 pupil)	100%	51.4%	Due to this being 1 child comparison not reliable
Year 1 Phonics (12 pupils)	63.6%	66.6%	-3%
Key Stage 2 Outcomes 5 out of the 14 children have SEND			
	School	National disadvantaged	Difference
KS2 Reading	64.3%	63.2%	1.1
KS2 Writing	71.4%	59.4%	12
KS2 Maths	71.4%	60.5%	10.9

KS2 Combined R W M	42.9%	47.4%	-4.5%

- *Internal data shows that progress across Key Stage 2 was good for disadvantaged pupils across all subjects. 2 children obtained greater depth in Reading and Maths. The vast majority of children not obtaining age related expectations are on our SEND register.*
- *6 children in Year 1 did not pass their phonics screening. 4 of these are on the SEND register. All children made good progress from their starting points and we expect the vast majority to pass the screening in Year 2.*

Early oracy interventions: NELI intervention for children in EYFS- all children who undertook the intervention made good progress from their starting points. Due to low numbers of children who are eligible for funding (1) further information is not statistically relevant.

<u>*Information for the following Intended Outcomes:*</u>
Improved attendance and punctuality
- *Our rates of absence as well as persistent absence remains higher in this group compared to that of our non-disadvantaged. We continue to work with families and other agencies to reduce this gap. This remains a key focus of our strategy this next year.*

Equal access to wider opportunities
- *We continue to monitor attendance at clubs and help support financially as needed.*
- *50% of pupil premium children have attended external clubs or have a leadership role at school e.g. reading ambassador, peer mentor. This is an increase from 33% last year.*

To sustain good pastoral support for all pupils but especially the disadvantaged pupils.
- *35% of our disadvantaged children received additional pastoral support from a trained adult e.g. ELSA, school counsellor, pastoral team. This compares to 15% of non- disadvantaged children receiving the same level of support. The previous year 38% of our disadvantaged children received additional pastoral care. The continued reduction in numbers represents the benefit seems in emotional regulation from this pastoral care.*
- *We continue to meet regularly as a pastoral team and prioritise any needs from the children who are disadvantaged.*
- *Behaviour logs detail that there are still a higher proportion of pupil premium children who need support with behaviour modification; the vast majority of these pupils also have SEND. Support and activities continue to develop emotional awareness, self-regulation and restorative practices. Our Relationships and Behaviour Policy effective from the 2023-24 academic year has shown to have had an impact.*

To achieve and sustain good parental engagement of disadvantaged pupils
- *We have strategies in place across the school to ensure this group of parents are informed orally about school evets and key information. We monitor attendance of parent's evenings and rearrange appointments to suit the parents.*

The evaluation of our approaches delivered last academic year indicates that some aspects of our strategy have been more effective than others on pupil outcomes. The changes to policy regarding attendance and behaviour/relationships are two ways we have adapted our strategy during this period.

This strategy has also been significantly amended to take account of the increased need to provide a solid foundation in Oracy skills for all children in our school as well as the children who attract pupil premium funding.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service children have pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Progress made and measured using emotional monitoring.

Further information (optional)

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