

Pupil premium strategy statement – Huncote Primary School

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

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

School overview

Detail	Data
Number of pupils in school	167 (excluding pre-school)
Proportion (%) of pupil premium eligible pupils	14.97%
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	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sally Houghton
Pupil premium lead	Sally Houghton
Governor / Trustee lead	Martin Towers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£37,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2025-2026 <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>	£37,875

Part A: Pupil premium strategy plan

Statement of intent

Our school ethos is 'Learning for life – aiming high in all we do'. Behind this sit a staff workforce who are dedicated in ensuring that all pupils, regardless of their starting point in school, background or the challenges they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our vision.

As a school, we will consider the challenges faced by disadvantaged pupils, including those who have a social worker or young carers. The strategies we have outlined in this statement are also intended to support all pupils, whether they are disadvantaged or not, including those who are already high attainers.

High quality teaching is at the heart of our approach. All staff have the understanding that 'what is good for disadvantaged pupils is good for all' ensuring that all pupils have the same benefit. The intention of this strategy plan is that all pupils' attainment will be sustained and improved which will be rooted in robust assessment of pupils. To ensure that our strategy is effective, staff will ensure that:

- Disadvantaged pupils are set the appropriate amount of challenge and scaffold with their learning to achieve.
- They use assessment accurately and act early to intervene at the point of need.
- They adopt the whole school understanding that it is their responsibility to ensure all groups of pupils, including disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Internal monitoring, observations and pupil discussions indicate that language development and oral language skills are prominent among disadvantaged pupils. These gaps are evident from nursery through to KS2.
2	Assessments show that disadvantaged pupils generally have great difficulties with writing than their peers. On entry into Reception, a few of our disadvantaged pupils enter below age-related expectations compared to their peers due to not having had a wide variety of mark marking opportunities available to them.
3	There is a strong crossover between pupils who are disadvantaged also have SEND needs.

	30% of disadvantaged pupils also have SEND needs. Of the 26 disadvantaged children 8 are SEND Support. Needs range from Speech and Language to Autism.
4	<p>Attendance data shows that disadvantaged pupils attend school less frequently than their peers.</p> <p>46% of disadvantaged pupils have 'poor attendance' (14 out of 26 pupils have an attendance below 95%) whilst 15% of disadvantaged pupils have been 'persistently absent' from school compared with their peers (7 out of 26 pupils have an attendance below 90%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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		
	Short term	Medium term	Long term
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> * Pupils actively participate in class discussions and oral activities. * Pupils demonstrate an understanding and use of basic vocabulary relevant to their age and curriculum. * Pupils show increased confidence when speaking in front of peers and teachers. * Pupils improve their ability to listen and respond appropriately during conversations. 	<ul style="list-style-type: none"> * Pupils use a wider range of vocabulary in their spoken language. * Pupils show noticeable improvement in pronunciation and clarity of speech. * Pupils begin to construct and use more complex sentences in their oral communication. * Pupils actively engage in group discussions and collaborative activities, contributing ideas and feedback. 	<ul style="list-style-type: none"> * Pupils communicate fluently and effectively in a variety of contexts, both formal and informal. * Pupils consistently use advanced vocabulary and demonstrate an understanding of nuanced language. * Pupils use oral language skills to express critical thinking and reasoning in discussions and presentations. * Pupils improved oral language skills contribute to overall academic success.
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> * Conduct initial assessments to determine current writing levels and identify specific areas for improvement. * Provide more frequent and varied writing opportunities in the classroom and across the curriculum. * Pupils show increased engagement and motivation in writing tasks. * Pupils demonstrate improvement in basic writing skills, such as sentence structure, punctuation and spelling. 	<ul style="list-style-type: none"> * Pupils show measurable progress in writing assessments and classroom tasks. * Pupils use a wider range of vocabulary in their writing. * Pupils begin to use more advanced writing techniques, such as descriptive language, varied sentence structures, and paragraph organisation. * Pupils effectively success criteria and teacher feedback to improve their writing. 	<ul style="list-style-type: none"> * Pupils demonstrate sustained improvement in writing attainment across different subjects. * Pupils use writing to express critical thinking and reasoning. * Improved writing skills contribute to overall academic success, including better performance in literacy and other subjects.

Improved progress among disadvantaged pupils who also have SEND needs.	<ul style="list-style-type: none"> * Development and implementation of personalised learning plans tailored to each pupil's specific needs. * Increased engagement and participation in classroom activities and lessons. * Completion of baseline assessments to identify current levels of attainment and specific areas for improvement. * Establishment of support structures, such as teaching assistants or specialised resources, to aid learning. 	<ul style="list-style-type: none"> * Regular monitoring and assessment of pupils' progress against their individual learning plans. * Noticeable improvement in key skills, such as literacy, numeracy and social interaction. * Increased involvement of parents or guardians in the educational process, including regular communication and participation in meetings. * Pupils will meet short-term targets set in their individual learning plans. 	<ul style="list-style-type: none"> * Pupils demonstrate sustained progress in their academic and personal development. * Pupils achieve long-term goals outlined in their individual learning plans, including academic milestones and personal development targets. * Increased independence in learning and daily activities is developed through scaffolding, ensuring reduced reliance on adult support. * Pupils are well-prepared for transitions, such as moving to the next year group or transitioning to secondary education, with appropriate support in place where appropriate.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> * Collection and analysis of current attendance data to identify trends and key areas of concern. * Implementation of awareness campaigns to highlight the importance of regular attendance to pupils and parents. * Identification and support for pupils with attendance issues through early intervention strategies, such as meetings with parents and personalised support plans. * Introduction of short-term incentives to encourage regular attendance. 	<ul style="list-style-type: none"> * Noticeable improvement in overall attendance rates, particularly among disadvantaged pupils. * Regular monitoring and reporting of attendance data to track progress and identify ongoing issues. * Increased engagement with parents and guardians to address barriers to attendance, including regular communication and support meetings. * Enhanced support services for pupils and families facing challenges that impact attendance. 	<ul style="list-style-type: none"> * Sustained high attendance rates across all pupil groups, with minimal disparities between disadvantaged pupils and their peers. * A school culture that values and promotes regular attendance, with pupils, parents and staff all committed to maintaining high attendance. * Positive long-term impact on pupils' academic performance and overall well-being because of improved attendance. * Established policies and practices that ensure ongoing support and intervention for attendance issues, with regular reviews and updates to maintain effectiveness.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab instructional coaching to support	Effective Professional Development EEF	1, 2, 3, 4

High-quality teaching for all.		
Implement Spelling Shed	Teaching Spelling Effectively: Tips and Tricks	2
Training on increasing the amount of talking opportunities in lessons	Improving Literacy in Key Stage 2 EEF	1, 2,

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

Budgeted cost: £11,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured, small group interventions: - ELSA - Number Stacks - Little Wandle Fluency Reading - WellComm	Small group tuition EEF	1, 2, 3

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

Budgeted cost: £25,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase opportunities for positive engagement of parents, especially those who have a child with SEND.	Parental engagement EEF	3, 4
Improve the provision for pupils facing social and emotional issues. - Develop 'nurture-type soft-start' to school - Identify a staff member to lead on mental health and well-being.	Social and emotional learning EEF	3, 4

Total budgeted cost: £ £37,875

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2025 academic years.

Children in receipt of the PPG achieve in line with the national figures.

<u>% of Children eligible for PPG meeting ARE+ in compassion to (national figures)</u>	<u>End of Academic year 2023-2024</u>	<u>End of Academic year 2024-2025</u>
<u>EYFS GLD</u>	50% (58.4%)	0% (51.9%)
<u>Year 1 Phonics</u>	N/A (68%)	50% (67%)
<u>Year 6 Reading</u>	60% (61%)	67% (62%)
<u>Year 6 Writing</u>	0% (56%)	33% (57%)
<u>Year 6 Maths</u>	80% (59%)	67% (60%)
<u>Year 6 GPS</u>	20% (60%)	67% (61%)
<u>Year 6 combined R/W/M</u>	0% (47%)	33% (47%)

School Context

Our school serves a small cohort of pupils eligible for Pupil Premium (PPG). Analysis of attainment data for 2023/24 and 2024/25 shows persistent gaps compared to national disadvantaged figures, particularly in EYFS, phonics, and writing. While improvements are evident in KS2 Reading and Maths, combined attainment remains significantly below national averages.

Key Barriers to Learning

Early Language Development

Pupils enter EYFS with limited vocabulary and communication skills, impacting early literacy and numeracy.

Phonics and Early Reading

Attainment in Year 1 phonics screening appears low (50% vs 67% nationally for disadvantaged pupils) although this is 1 of 2 children. Ensure gaps in decoding and fluency so child is able to re-sit PSC in year 2.

Writing Across Key Stages

Writing remains a critical weakness (KS2: 33% vs 57% nationally), affecting combined attainment.

Combined Attainment

Only 33% of PPG pupils achieved combined Reading/Writing/Maths at KS2 compared to 47% nationally for disadvantaged pupils.

Attendance and Engagement

Some PPG pupils have lower attendance and reduced engagement with home learning.

Access to Wider Opportunities

Limited enrichment experiences reduce cultural capital and confidence.

Intended Outcomes

EYFS: Increase % of PPG pupils achieving GLD to at least 60% by July 2027 (national disadvantaged currently 51.9%).

Phonics: Close gap to national disadvantaged average by achieving 70% in Year 1 screening.

KS2: Raise combined Reading/Writing/Maths attainment for PPG pupils to at least 50% by July 2027 (national disadvantaged 47%).

Writing: Targeted improvement so that at least 60% of PPG pupils meet ARE in writing by July 2027.

Strategic Approaches

Early Intervention in EYFS

Continue with our implementation of high-quality oral language using the programme WellComm. Increase adult-led vocabulary sessions and parental engagement workshops.

Phonics and Reading

Using our scheme Little Wandle there will be daily phonics catch-up for PPG pupils with an experienced and well-trained member of staff. Continue providing access to high-quality decodable books for home reading using our phonetically matched books linked to our Little Wandle scheme. PPG pupils will continue to read frequently with an experienced and well-trained member of staff either 1:1 or small group reading interventions.

Writing Development

Continue using Talk for Writing with a focus on sentence construction, grammar, and extended writing. Teacher will use targeted feedback and additional writing lessons to support weaknesses in writing.

Tutoring and Academic Support

Continue small group tutoring in Reading (Little Wandle fluency groups) and Maths (NumberStacks intervention).

Enrichment and Cultural Capital

Continue to support the funding of educational visits, music lessons, and extracurricular clubs for PPG children.

Attendance and Wellbeing

Continue to strengthen family liaison and attendance monitoring. Offer breakfast club and nurture support for vulnerable pupils in liaison with families.

Monitoring and Evaluation

- Termly data reviews for EYFS, phonics, KS1, and KS2.
- Pupil progress meetings to track impact of interventions.
- Use formative assessment to adapt strategies promptly.
- Report progress to governors and publish annual impact summary.

Children will have good rates of attendance and punctuality to maximise learning opportunities.

Attendance Data

Measure	2023/24	2024/25
Attendance Rate	Huncote: 96%	Huncote: 96%
	PP: 94.2%	PP: 93%
Absence Rate	Huncote: 4%	Huncote: 4%
	PP: 5.8%	PP: 7%
Persistent Absence	Huncote: 6.2%	Huncote: 6.7%
	PP: 14.3%	PP: 24%
Late Rate	Huncote: 0.5%	Huncote: 0.4%
	PP: 0.8%	PP: 0.9%

Attendance remains a significant barrier for disadvantaged pupils. While overall school attendance is stable at 96%, Pupil Premium attendance declined from 94.2% in 2023/24 to 93% in 2024/25. Absence rates for PPG pupils increased from 5.8% to 7%, and persistent absence rose sharply from 14.3% to 24%, compared to 6.7% for all pupils. This widening gap highlights

the need for targeted strategies to improve attendance and engagement, including family support, attendance mentoring, and interventions to address barriers to regular school attendance.

Strategic Approaches

- **Attendance and engagement must be a priority** alongside academic interventions.

Actions should include:

- **Targeted family support** for PPG pupils with high absence.
- **Attendance monitoring and incentives** for improved attendance.
- **Early identification and intervention** for pupils at risk of persistent absence.
- **Work with external agencies** where barriers are complex (health, social care).
- **Breakfast club provision** to encourage punctuality and readiness to learn.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics	littlewandle.org.uk
Little Wandle Spelling	littlewandle.org.uk
Little Wandle Reading Fluency	littlewandle.org.uk
NumberStacks	NumberStacks.co.uk

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A