



# Pupil premium strategy statement: Hughenden 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	206
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Katherine Mann
Pupil premium lead	Zafra Bendall
Governor / Trustee lead	Pat Beveridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£45,880



## Part A: Pupil premium strategy plan

### Statement of intent

At Hughenden School, we strongly believe that all children have the right to receive the highest quality of education and richest experiences to enable them to flourish and become successful, productive adults. We have a responsibility to ensure that disadvantaged children leave our school in an equally strong position to that of their peers.

Common barriers to learning for disadvantaged children at our school include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise the vital importance of providing a strong foundation in learning and personal development in our EYFS classes. This particularly applies to closing the word gap between disadvantaged pupils and their peers:

*"These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are- on average- already almost a full year and a half behind their most affluent peers in their early language development." (DfE 2017)*

*"Early language acquisition impacts on all aspects of children's non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write." (Law et al, 2017)*

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

#### **Our ultimate objectives are to:**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their peers both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Build and sustain strong, collaborative relationships with parents and carers.
- Provide all teachers with high quality CPD to ensure that pupils access effective, inclusive quality first teaching:

“Disadvantaged pupils must be able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more fortunate peers. The quality of teaching has a disproportionate impact on disadvantaged pupils.”

(Rosendale Research School, 2018)

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, through ELSA sessions or those provided by outside professionals such as the Mental Health Support Team or School Nursing.

In EYFS, we will:

- Provide a ‘language rich’ environment where songs, nursery rhymes, stories and time for quality interactions between adults and between peers are paramount.
- Ensure that the environment is ‘enabling’ and encourages the Characteristics of Effective Teaching and Learning in line with the EYFS Statutory Framework. These are:
  - Playing and exploring - children investigate and experience things, and ‘have a go’.
  - Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
  - Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Ensure a good adult-child ratio to ensure that trained staff engage in positive and progressive interactions, allowing children to flourish and gather words at pace in order to become confident communicators.

- Encourage children are to become early readers through enjoyment of books and the systematic teaching of phonics, using the Read Write Inc scheme.
- Lay down a strong foundation in self-regulation which promotes crucial reading, writing and maths skills. “The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.” (EEF)

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	41% of our disadvantaged pupils have experienced Adverse Childhood Experiences (ACEs) such as poverty, family breakdown or bereavement. This increases their level of vulnerability and exacerbates the effects of other barriers to learning.
2	Low attainment in Maths. 38% of disadvantaged pupils in KS1 and 46% of disadvantaged pupils in KS2 are not currently meeting expected standard. Fluency has been identified as a particular weakness.
3	Low attainment in Writing. 62% of disadvantaged pupils in lower KS2 are not currently meeting expected standard. Particular areas of weakness are in vocabulary and SpaG.

## 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
Hughenden Primary School to become a Trauma-Informed and Attachment Aware School.	We will have achieved the Bronze level of the Trauma-Informed and Attachment Aware award.
To improve the outcomes of disadvantaged pupils in Maths.	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils (2 pupils) presently in Y1 will achieve expected level in Summer 2027. (Autumn 2024: 100%) (There are 2 pupils; 50% represents 1 pupil)</li> <li>• 67% of disadvantaged pupils presently in Y2 will achieve expected level in Summer 2027. (Autumn 2024: 50%) (There are 6 pupils; 17% represents 1 pupil)</li> <li>• 80% of disadvantaged pupils presently in Y3 will achieve expected level in Summer 2027. (Autumn 2024: 80%) (There are 5 pupils; 20% represents 1 pupil)</li> </ul>
To improve the outcomes of disadvantaged pupils in Writing.	<ul style="list-style-type: none"> <li>• 50% of disadvantaged pupils presently in Y1 will achieve expected level in Summer 2027. (Autumn 2024: 100%) (There are 2 pupils; 50% represents 1 pupil)</li> <li>• 66% of disadvantaged pupils presently in Y2 will achieve expected level in Summer 2027. (Autumn 2024: 50%) (There are 6 pupils; 17% represents 1 pupil)</li> <li>• 80% of disadvantaged pupils presently in Y3 will achieve expected level in Summer 2027. (Autumn 2024: 40%) (There are 5 pupils; 20% represents 1 pupil)</li> </ul>

## 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: £36,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional LSA in EYFS every morning.</b></p>	<ul style="list-style-type: none"> <li>• The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school.</li> <li>• High-quality provision is likely to be characterised by:               <ul style="list-style-type: none"> <li>✓ positive, purposeful interactions between staff and children</li> <li>✓ activities that support children’s language development</li> <li>✓ the development of early number concepts</li> <li>✓ self-regulation.</li> </ul> </li> <li>• The EEF recommends that EYFS practitioners prioritise the development of communication and language, concluding that:               <ul style="list-style-type: none"> <li>✓ Language provides the foundation of thinking and learning and should be prioritised.</li> <li>✓ High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> <li>✓ Adults have a vital role to play in modelling effective language and communication.</li> <li>✓ A wide range of approaches should be used, including shared reading, storytelling, and explicitly extending children’s vocabulary.</li> </ul> </li> </ul>	<p>1, 2, 3</p>
<p><b>Additional LSA to carry out targeted interventions in KS1 and KS2 every afternoon:</b>  <b>-Reading Comprehension</b>  <b>-SpaG</b></p>	<ul style="list-style-type: none"> <li>• Research from the Education Endowment Fund regarding TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment of approximately three to four additional months’ progress.</li> </ul>	<p>3</p>

<p><b>School commitment to the Trauma-Informed and Attachment Aware Bronze award, including training for Headteacher and Attachment Lead, Network Meetings and implementation of strategies.</b></p>	<ul style="list-style-type: none"> <li>Public Health England emphasize the strong link between wellbeing and attainment:            “1. Pupils with better health and wellbeing are likely to achieve better academically.            2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.            3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.”</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutFINALvii.pdf</a></p>	1
<p><b>Ongoing Read Write Inc training for all teachers and LSAs Reading Lead to have dedicated time to ensure that RWI is successfully delivered and specific needs are met.</b></p>	<ul style="list-style-type: none"> <li>The Rose Report.</li> <li>DFE Reading Framework.</li> <li>Phonics toolkit EEF</li> <li>DfE accredited phonics programmes.</li> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</li> </ul>	2
<p><b>Release Maths Lead weekly to deliver interventions for lowest 20% of pupils in Maths, Y3/4.</b></p>	<ul style="list-style-type: none"> <li>Research from the Education Endowment Fund regarding TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment of approximately three to four additional months’ progress.</li> </ul>	

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

Budgeted cost: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech and Language Link Intervention</b></p> <p><i>(Cost incurred through time for staff to undertake training and deliver the intervention.)</i></p>	<ul style="list-style-type: none"> <li>“Oral language is crucial for social interaction and for learning in the classroom; it also provides the foundation for reading comprehension. It follows that children with language difficulties are at high risk of educational failure.            Recently, a number of studies have demonstrated that it is possible to produce small but significant improvements in children’s oral language through targeted language interventions and, furthermore, that</li> </ul>	1, 3

	<p>studies with high-quality implementation show larger effects. There is also evidence that effects of language intervention can generalize to produce improvements in reading comprehension.”</p> <p>(Hulme et al, 2020)</p>	
<p><b>Purchase of high-quality texts and related resources such as puppets to stimulate story-telling and rich vocabulary in EYFS.</b></p>	<ul style="list-style-type: none"> <li>The EEF recommends that EYFS practitioners prioritise the development of communication and language, concluding that: <ul style="list-style-type: none"> <li>✓ Language provides the foundation of thinking and learning and should be prioritised.</li> <li>✓ High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> <li>✓ Adults have a vital role to play in modelling effective language and communication.</li> <li>✓ A wide range of approaches should be used, including shared reading, storytelling, and explicitly extending children’s vocabulary.</li> </ul> </li> </ul>	3
<p><b>Purchase of high-quality texts to support reading comprehension intervention</b></p> <p><i>(VIPERS- Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise)</i></p>	<ul style="list-style-type: none"> <li>The EEF states that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> </ul>	3
<p><b>Purchase of Maths resources to support implementation of White Rose Maths curriculum in EYFS.</b></p>	<ul style="list-style-type: none"> <li>A review of research carried out by the EEF identified five relevant meta-analyses concerned with the use of concrete manipulatives and representations. The evidence was stronger in support of concrete manipulatives.</li> <li>Two systematic reviews by the US What Works Clearinghouse provide evidence to support the use of visual representations, particularly in problem solving and to support pupils who are struggling with mathematics.</li> </ul>	2



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

Budgeted cost: £ 8294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Extra-Curricular Activities to be subsidised e.g. Music lessons, trips</b>	<ul style="list-style-type: none"> <li>Newcastle University (Nuffield foundation) research regarding the positive effects of after school clubs upon academic performance</li> <li>ArtsEd research, music and academic performance.</li> </ul>	1, 3
<b>Additional transition for vulnerable children, booklets, visit during summer holidays</b>	<ul style="list-style-type: none"> <li>Research from DCSF showing that transition activities dealing with each child as an individual, close communication between professions and including parents ensures a more positive transition.</li> </ul>	1
<b>Develop whole school playground based on OPAL principles. The space will be divided into zones, equipment bought and children introduced to it in assemblies. Staff training on the principles.</b>	<ul style="list-style-type: none"> <li>A.Chatzipanteli and M.Adamakis in Social interaction through structured play activities and games in early childhood (2022) found that structured activities promote courage, patience, diversity, tolerance, friendship and physical and mental growth. Children learn how to interact co-operatively within a team, developing social and life skills.</li> </ul>	1
<b>Trained Emotional Literacy Support Assistant deployed to provide individual or group sessions.</b>	<ul style="list-style-type: none"> <li>Public Health England emphasize the strong link between wellbeing and attainment:            “1. Pupils with better health and wellbeing are likely to achieve better academically.            2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.            3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.”</li> </ul>	1

**Total budgeted cost: £45,880**

## Outcomes for disadvantaged pupils

### **Outcome 1. Improved stamina for writing in English and across the wider curriculum for all pupils, including disadvantaged pupils.**

**Success Criteria:** KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.

**Outcome:** In 2023-24, 33% of disadvantaged children met the expected standard in the Y6 SATS.

### **Outcome 2. Improved maths attainment for disadvantaged pupils at the end of KS2.**

**Success criteria:** KS2 maths outcomes in 2024/25 show that more than 68% of disadvantaged pupils met the expected standard.

**Outcome:** In 2023-24, 50% of disadvantaged children met the expected standard in the Y6 SATS.

### **Outcome 3. Improved oral language skills and vocabulary among disadvantaged pupils.**

**Success criteria:** Assessments (Language Link/NELI) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

**Outcome:** 80% of disadvantaged children demonstrated improved oral language. This enabled 68% of disadvantaged children to achieve expected standard in Reading and SpaG SATS.

### **Outcome 4. To achieve and sustain improved wellbeing leading to improved behaviours for learning for all pupils in our school, particularly our disadvantaged pupils.**

**Success criteria:** Sustained high levels of wellbeing and improved behaviour for learning from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. Governor observations, feedback and assessment.

**Outcome:** Disadvantaged pupils have demonstrated high levels of wellbeing, resulting in fewer behaviour incidents and improved behaviour for learning.

**Outcome 5. To improve the social and emotional outcomes for disadvantaged pupils and increase their access to enrichment opportunities to support their attainment.**

**Success Criteria:** Lower levels of social and emotional difficulties identified in disadvantaged groups by 2024/25 with a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, leading to greater levels of attainment in this cohort.

**Outcome:** Disadvantaged children have increased their participation in enrichment activities such as school trips and clubs, leading to improved social and emotional outcomes.

## 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
Read Write Inc	Ruth Miskin Literacy
White Rose Maths	White Rose Education