

Hurley Primary School

Pupil Premium Strategy Statement 2025-26

Statement of intent

At Hurley Primary School, our aim is for every pupil to thrive, regardless of their background or any barriers they may face. We are committed to ensuring that all children make strong progress and reach high standards across the curriculum, while also accessing a wide range of enriching experiences beyond the classroom. Our pupil premium strategy is designed to enable disadvantaged pupils to meet these ambitions, including those who already demonstrate high levels of attainment.

High-quality teaching underpins our approach and is directed towards addressing the areas where disadvantaged pupils need the greatest support. This approach has been shown to be the most effective in narrowing attainment gaps and, in doing so, benefits all pupils within the school. While focusing on improving outcomes for disadvantaged learners, we are equally committed to maintaining and enhancing the achievement of non-disadvantaged pupils.

Our strategy is informed by thorough assessment and a clear understanding of both shared challenges and individual needs. By identifying the specific barriers faced by pupils eligible for pupil premium, we can implement targeted actions that remove obstacles to learning and support sustained progress.

The strategies we use are carefully aligned to work together and maximise impact. To ensure their effectiveness, we will:

- provide appropriately challenging learning opportunities for disadvantaged pupils
- intervene swiftly when additional support is required
- promote a whole-school culture where all staff are accountable for disadvantaged pupils' progress and maintain high expectations of their achievement

1. Summary information					
School	Hurley Primary School				
Academic Year	2025/26	Total PP budget	£102,120	Date of most recent PP Review	n/a
Total number of pupils	192	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Dec 2026
Current attainment					
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>		
% achieving in reading, writing and maths	43.5%		56.5%		
% achieving the standard in reading	74%		78%		
% achieving the standard in writing	48%		65%		
% achieving the standard in maths	72%		75%		
% making progress in reading	82%		84%		
% making progress in writing	64%		65%		
% making progress in maths	76%		81%		

Intended Outcomes

	Barriers to future attainment (for pupils eligible for PP, including high ability)	Desired Outcomes	Success Criteria
1	Pupils readiness for learning, including pupil attitude to learning, well-being, the importance of regular routines, attendance and access to space and equipment for homework.	Pupils will demonstrate a love of learning and will have access to resources and effective support, both academic and nurturing in and around school, as well as support for attendance.	Pupils will access appropriate nurture opportunities, interventions and resources in order to make good or better progress in their learning. Attendance of PP pupils will be in line with or better than National Average for Non-PP children.
2	Gaps in prior learning, including skills needed to retain knowledge taught.	Gaps are identified early and teachers put in specific deliberate practice and timely interventions in order to close gaps. Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum.	Data analysis of termly assessments will show good or better progress over time and that gaps are closing.
3	Limited speech and language skills which impact on learning	Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	All stakeholders correctly use, model and insist upon standard English. Speech and language interventions and support will be put into place for anyone whose skills are not at an age appropriate level.
4	Parental engagement, including aspirations, role models and academic support at home.	Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations for their future.	Attendance at parents evening is very high. Children will participate in a wealth of experiences and opportunities (including links with local secondary schools and careers) to raise aspirations.
5	Limited life experiences outside of the family home, few enrichment opportunities.	Pupils are provided with regular opportunities to partake in enrichment activities. PP children and families are provided with support for educational visits, as well as support for music lessons.	Pupils attend various social, cultural, sporting and educational visits that they may not usually be exposed to. PP children and families are given support financially with the cost of educational visits etc.
6	Attainment in English and Mathematics.	Attainment of pupils with PP is in line with non-PP in English and Mathematics.	End of Key Stage assessments, phonic screening checks and multiplication checks show that attainment of PP children at ARE is in line with or better than those who are non-PP.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine the implementation of Ark Curriculum Mathematics Mastery in all year groups. Provide release time for maths lead to plan CPD for staff. Follow up with observations, pupil discussion and impact reviews to continue to monitor implementation and impact.</p> <p>In addition to supporting maths fluency and problem solving, this programme is designed to develop oracy around maths and developing pupils' higher function verbal skills.</p>	<p>EEF subsidised program - the independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</p>	<p>1,2,3,6</p>
<p>Continue to develop the strength of moderation within school and across other schools, improving all teachers understanding of standards of writing from across all year groups.</p> <p>Staff to attend trialing meetings for their year group to help ensure their writing judgements are as accurate as can be and to inform future learning.</p>	<p><i>One of the most powerful research-based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria.</i> https://www.onted.ca/monographs/capacity-building-series/teacher-moderation</p>	<p>6</p>
<p>Teachers to deliver a curriculum to support pupils mental health, well-being and skills in regulating their emotions. Further CPD to be provided for staff for this.</p> <p>Additional time with teachers to be given to PP pupils to support this process</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 6</p>
<p>Raise standards in writing</p> <p>Continue to use drama and roleplay to enthuse children and develop vocabulary for writing.</p> <p>Plan and deliver more refined grammar and punctuation lessons to ensure children are more aware of the basics of writing.</p>	<p>Roleplay is part of the process of developing children's understanding of what they are going to write. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</p>	<p>1,2,3,6</p>
<p>Raise standards in reading</p> <p>Participate in the Year of Reading to develop all pupils love for reading.</p> <p>Continue to use the Little Wandle reading scheme and support PP children with targeted small reading groups taught by trained teaching assistants and teacher.</p>	<p>National Year of Reading - https://goallin.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-</p>	<p>1,2,3,4,5,6</p>

Subscription to the School Library Service to ensure high quality texts remain up-to-date within the school and encourage more children to read for pleasure, especially our PP children.	eef-comment-falling-number-of-children-reading-in-spare-time	
Introduce and implement Voice 21 oracy strategies to support pupil voice and develop pupil confidence with talk. Develop more effective talk and value all pupil contributions, particularly PP children.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://voice21.org/	3

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support pupils in the Early Years with the NELI program	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 3, 6
Interventions to support pupils with gaps in prior learning in reading, writing and maths across all year groups. EPATT, Mighty Writer, Ark Maths, Voice 21, Fine motor and other interventions implemented by trained teaching assistants.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 6
Additional STS support which is linked to many of our PP children. This allows us to more quickly assess specific needs and identify appropriate interventions. A higher proportion of our PP access this service	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 6
Booster Sessions, twice weekly to support the needs of PP children in Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 6

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

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Enrichment Opportunities</p> <ul style="list-style-type: none"> -heavily subsidized after school clubs attended by 50% of PP pupils - free music lessons offered for all PP children -whole class music lessons in Cornet and Ukelele, - free trips linked to the curriculum and also for pantomimes -£125 residential subsidy for PP children - playtime support from specialist 	<p>A broad and balanced curriculum is vital to developing the whole child.</p> <p>Ogier, Susan - Broad and Balanced Curriculum in Primary Schools : Educating the whole child</p>	1, 4, 5
<p>Assistant Head and two TA's providing family support work to a proportion of our PP families to support with attendance, anxieties and home issues which impact on children's attainment.</p>	<p>Mental health and education are closely linked.</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1</p>	4
<p>Working with CSAWs to encourage good attendance which is a growing issue with PP children.</p>	<p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	4
<p>Information sharing and support meetings with parents</p> <p>Phonics meeting, family learning sessions on phonics and healthy eating</p>	<p>Engaging parents with their children's learning and supporting them to support their children.</p>	4, 6

Total budgeted cost: £110,500

Review of Last Year - Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that across the school, PP children are making similar progress to their non-PP peers. Attainment is also similar of PP and non-PP children with the exception of writing where PP children are lagging behind. However, our PP children are also engaged with other aspects of school life such as access to trips to enrich their education, free music tuition, access to a

wide range of clubs at a heavily discounted cost. This has had a positive impact on their mental well-being. There is clearly more work to be done on writing attainment and progress.

The data demonstrates that our pupil premium strategy is having a positive impact on the outcomes, progress and general well-being of our pupil premium children. Attendance for PP children in 24/25 was 91.9%, up by 1% from the previous year and compared to similar schools, HPS PP children were attending better than other PP children