

Pupil premium strategy statement Hunsley Primary 2024-25 (2024-2027 – 3-year plan)

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	213
Proportion (%) of pupil premium eligible pupils	9.3%
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	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	L Hudson (Headteacher)
Pupil premium lead	L Hudson
Governor / Trustee lead	Mrs H Webster (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300 (approx. based on assumptions re eligible children)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,300 (as above)

Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of our strategy plan?

The school intends to use the funding made available via the PPG to continue to support **1) pastoral needs and wellbeing for learning, 2) access to high-quality curriculum provision, 3) inclusion and participation** of disadvantaged pupils and to **4) improve academic progress and narrow gaps more rapidly** for this group of children. We aim to do this in a number of ways detailed below, including by raising the level of attendance and participation of all our pupils, as part of the **5) whole-school agenda to foster our strong and supportive partnerships with pupils' families**. In this way, we aim to raise expectations of and outcomes for all children.

This is part of a new 3-year plan to help pupils across the school achieve more in the longer term with a target date of July 2027 for full review of 3-year strategy.

This new plan is the next step following the school's previous 3-year plan, which outlined our aim for implementation across **2021-2024**. Overall, the year **2030** will be the year we hope to see the full impact of our ongoing approaches.

We know that improving teaching and learning will improve outcomes for all children, including those in receipt of the PPG, and so in line with EEF recommendations, the funding will be used in part to enable educational staff to take part in **professional development**. This will then ensure that staff continue to develop their specialist skills and knowledge to provide for all pupils' academic needs and pastoral situations in an inclusive way. The **provision of time for teaching staff to engage in curriculum review**, closely linked to a broad, balanced and carefully-sequenced curriculum will ensure we offer an aspirational and appropriate curriculum. We intend to focus particularly on adapting the curriculum and our teaching to be as inclusive as we can be, to meet the changing needs of our children, with the aim of closing the gaps in key areas such as **literacy, communication, numeracy and foundation subject knowledge**.

The funding will also be used to **6) remove financial barriers for specific families** so that children can engage in activities which otherwise may not be available to them, including cultural and wellbeing-enriching activities which develop the whole child and encourage their **lifelong ambitions, cultural literacy and social / interpersonal skills development**.

We will also develop the **resources and spaces** we provide in school this year, to be used for the support of children and their families. We recognise that a 'cradle to career'¹ style model of engagement is valuable to enable closer relationships and 'social

¹ Reach Foundation, <https://www.reachfoundation.uk/c2c>

contracts' to be fostered between school and our families, if we are to support all children to achieve their full potential.

What are our ultimate objectives for disadvantaged pupils?

The school recognises that disadvantaged pupils nationally have been most significantly impacted by the financial crisis which is impacting all children.

We are using the funding to provide resources, time, experiences and staff development to **enrich the lives and the future potential of disadvantaged pupils specifically** and give them access to high quality teaching and care, as well as access to the wider educational discourse from which they might otherwise be excluded. One of the ways we aim to do this is to **address the additional learning needs which may also be present, as well as the health and wellbeing needs** we see increasingly adding to a situation of existing disadvantage.

How does our current pupil premium strategy plan (2024-27) work towards achieving these objectives?

The funding across Phase 1 of the 3-year plan enabled the school to make a priority of two key aspects: **academic provision (curriculum)** and **pastoral provision (wellbeing)** in line with the previous School Development Plan priorities. We now aim to continue that provision and enrich it, with the view focused on **inclusion**, along with pastoral and academic provision.

The pupil premium strategy focuses on the following 6 areas:

1) Pastoral needs and wellbeing for learning

- Maintaining specific support pathways in the **pastoral structure** established in school.
- A pastoral team with distinct responsibilities: **safeguarding; wellbeing; attendance and behaviour.**
- Supporting children more quickly and in a more targeted way, having capacity to offer more than one pathway which meets both children's and parents' needs more effectively.
- The provision of an additional ELSA, with dedicated time each week to provide one-to-one and small group sessions, is a main driver for the school's wellbeing support.

2) Access to high-quality curriculum provision

- Funding to support the provision of time for training and curriculum review and development
- Quality improvement through effective teacher CPD to improve the impact of the curriculum for all learners, not just those who qualify for the PPG.

3) Inclusion and participation

- Attendance continues to be a main factor in inclusion and participation of all children, including those accessing the PPG
- Developing our inclusive approach further to offer specific support pathways for children in receipt of the PPG who need additional help to access their learning, not just those on the SEND register but those who need a combination of pastoral and academic help to succeed
- An inclusion team with distinct responsibilities: **SEND; inclusive and adaptive teaching and learning; academic interventions and programmes; inclusive resources.**
- Supporting children more quickly and in a more targeted way, having staffing capacity to offer more than one inclusive pathway which meets children's needs more effectively.
- Where pupils receiving PPG are on the SEND register, the PPG supports the school to meet those needs by training staff in areas such as SALT, phonics and early reading/writing, sensory needs and physical needs.
- It also helps support the training of SEND and Inclusion leaders in school.

4) Improve academic progress and narrow gaps more rapidly

- Through adaptive teaching in a Quality First approach through to the specific support of pupils with SEND
- Supporting children more quickly and in a more targeted way; training teaching staff to adapt to address gaps and meet children's needs more effectively over time
- Giving teachers the training to review curriculum impact through effective assessment, identifying gaps and preventing these from embedding over time
- We will continue to run the NELI early language project this year which the funding contributes to. We will also run other programmes, such as Lexia / Nessy, for literacy support. Where disadvantaged pupils are identified through our in-school screeners as needing further formal dyslexia assessment, we pay for and arrange these.

5) Whole-school agenda to foster strong and supportive partnerships with pupils' families

- We will prioritise supporting parents and carers to enable their child to develop learning skills, build resilience to engage, and we will reach out to all parents and carers on a regular basis to invite them into school to share learning alongside their children
- We will offer first wave in-school support and guidance, promoting supported access to early external help, where needed; we will work alongside agencies such as the Children's Centre and the trust's MIND practitioner, to provide programmes of help and support.

- Provide space and time in school to build a strong relationship with families and provide resources to use / access to information over their time at Hunsley Primary, through opportunities such as organised drop-ins and ParentLearns
- Use of the new Pastoral Room for programmes of support for families and children

6) Remove financial barriers for specific families

- The pupil premium funding is used to pay for educational visits and wider curriculum activities for disadvantaged pupils on free school meals.
- We additionally offer pre-loved uniform, new uniform vouchers, access to music lessons, top-up snack access throughout the school day, and resource packs for pupils who need them, also targeting families who might be on the borderline to qualify for FSM, and would benefit from access to extra resources during the financial crisis.

Challenges

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

Some of the challenges identified in 2021 at the start of Phase 1 of the previous 3-year plan remain significant challenges for the school community in 2024-2027, Phase 2, and some have evolved:

Challenge number	Detail of challenge
1	Lower resilience for sustained learning input and less engagement in the routines of learning: <ul style="list-style-type: none"> - challenges around learning skills and qualities, such as resilience, wellbeing, stamina for learning and understanding of how to prioritise learning beyond school, independently, or at home - higher anxiety from children who might typically have lower expectations of themselves and higher levels of self-doubt around ways to structure or apply learning - specific focus on the challenge of resilience in maths and the levels of mental stamina and agility required to apply knowledge in a range of arithmetic and problem-solving challenges
2	Lower levels of communication skill and literacy: <ul style="list-style-type: none"> - speech and language for communication are impacted by lower engagement in early reading activities and some children arrive in Reception with significantly lower oracy skills - some children leave EYFS having not made GLD due to reduced literacy skills from lower entry points leading to widening gaps followed by catch-up ongoing into Years 1 and 2, particularly for the application of phonics to writing and spelling

	<ul style="list-style-type: none"> - increasing identified and diagnosed SEND relating to sensory, Autism spectrum conditions and ADHD impacting on concentration, self-confidence, communication and writing (fine motor, composition skills and resilience)
3	<p>Attendance patterns suffer when engagement in school routines, health and wellbeing are lower:</p> <ul style="list-style-type: none"> - parental partnership in the absolute importance of good school attendance is challenged by other family priorities, and matters such as term-time holidays or lower resilience to school routines - school avoidance can stem from lower levels of resilience or confidence - pupils' behaviour (sometimes from SEND) in the home is more challenging for parents and carers, and wider support structures are typically overwhelmed, so there is a need to provide that higher level of specialist wellbeing and safeguarding support in school to encourage attendance, and help learning to continue at home - the overall attendance comparing non-pupil premium and pupil premium remains relatively balanced, however absence for more vulnerable pupils is slightly higher and increases the impact on learning gaps, especially where this is coupled with SEND.
4	<p>Higher levels and increasing numbers of additional Special Educational Needs across the whole school population increases the vulnerability of certain pupil groups and challenges their learning progress:</p> <ul style="list-style-type: none"> - additional challenge for those pupils who also are in a vulnerable group of disadvantaged pupils having SEND - correlation between PPG and those with SEND increasing (from 45% to 55%) - provision for pupils who are in receipt of the PPG and also on the school SEND register can be complex and often requires significant personalisation for a number of individuals
5	<p>The financial crisis increases the gap between those who have easy access to resources, uniform, extra-curricular activities, sufficient healthy foods and those who do not:</p> <ul style="list-style-type: none"> - 'softer' feedback data indicates that increasing numbers of families who are above the threshold for FSM are impacted by the financial crisis, without qualifying for additional support - this can lead to a cultural literacy disadvantage where wider provision is inaccessible or not a priority available outside school, and learning routines (such as the completion of homework or participation in clubs) are not accessed due to lower capacity of families to provide time or resource - school needs to be aware of including those perceived to be on the borderline and not just those who qualify and should encourage all families to request assessment if needed

6	<p>One key challenge is to keep reviewing and revising our curriculum provision to ensure we have a challenging, inclusive, highly aspirational curriculum as children's needs evolve:</p> <ul style="list-style-type: none"> - appropriate support structures for those who find learning harder to access - cultural literacy must be relevant to the pupils - every-day leadership opportunities are essential for children to build confidence and a sense of contributing to a wider team - curriculum content must be meaningful to our children and of value to them in their next steps beyond primary school - teaching staff must be highly trained and adept at understanding the curriculum, its progression and the best ways to assess all children, including how to adapt the teaching of our curriculum to meet needs - the value of school, its community, and the relevance of the curriculum should be known by all pupils and families from the beginning of the child's school career
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Phase 2, 2024-2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improving academic achievement in the core subjects, Maths, Reading and Writing:</p> <ol style="list-style-type: none"> 1) improve the proportion of disadvantaged children achieving the Age-Related Expectations at end of Key Stage assessment points 2) targeted interventions, including small-group tutoring outside the school day, have timely impact 3) focus on mastery learning, especially in maths 4) gaps are closed at key transition points (e.g. from Y1 to Y2, Y2 to Y3) especially in English reading and writing, so that they are not embedded or deepened over time 5) Use of assessment and diagnostic tools aids precision identification of areas of need, e.g. new Little Wandle assessment tools 	<p>Those pupils in receipt of the PPG achieve as well as their non-disadvantaged peers, if not better, in terms of meeting and exceeding their expected outcomes across Maths, Reading and Writing subject areas.</p> <p>The core curriculum, and teaching of it, is adapted to support all levels of access to learning.</p>

<p>Improving academic achievement in the foundation subjects:</p> <ol style="list-style-type: none"> 1) improve the proportion of disadvantaged children achieving at least the Age-Related Expectations at end of the Key Stage 2) improve the proportion of children developing their own skills, talents and specialist knowledge in foundation subjects 3) ensure that foundation subject teaching and assessment are adapted as required to enable all learners to access the content and share their learning, knowledge and skills 	<p>Those pupils in receipt of the PPG achieve as well as their non-PPG peers, if not better, in terms of meeting and exceeding their targets – across the foundation subjects.</p> <p>The foundation subjects allow all children to access and demonstrate learning, and those pupils in receipt of the PPG are not disadvantaged in their access to a broad and balanced, rich learning experience, in comparison to their peers who are not in receipt of the PPG. For example, access to cultural experiences in school and the opportunity to use and develop the learning they have gained through those experiences; developing talents and skills in specific areas of interest, e.g. arts and sports</p>
<p>Raising achievement in the measure of Hunsley Primary Characteristics of Learning (CoLs):</p> <ol style="list-style-type: none"> 1) the indicators of positive learning approaches, resilience and the language of learning, the HP CoLs, show whether a child is developing useful characteristics for life-long learning and self-confidence 2) provide all children with equal chances to develop these skills and characteristics, so that they can speak the 'language of learning', for example in their maths study, and confidently apply the characteristics they gain both within and beyond school-life 	<p>Those pupils in the disadvantaged category improve the number of 2s and 1s they achieve in their HP CoLs across their school career at Hunsley Primary, and are equally successful in doing so, in comparison with their non-PPG peers.</p> <p>Pupils in receipt of the PPG confidently take part in learning activities, discussion, leadership and modelling, volunteering to share their learning with others, such as Reading Buddies activities, which show the impact of leadership and positive learning attitudes.</p>
<p>Continually improving attendance, punctuality and engagement, including engagement in after-school sessions of tutoring:</p> <ol style="list-style-type: none"> 1) parental partnership in the absolute importance of good school attendance is achieved through strong school leadership around expectations for attendance and the promotion of a high level of accountability 	<p>Attendance of disadvantaged pupils is at least in line with national average expectations for good attendance.</p> <p>Regular and consistent access to school aids teachers in closing the gaps for those children who are in receipt of the PPG and not achieving their full potential.</p>

<ul style="list-style-type: none"> 2) school support structures impact positively on lower levels of resilience, both in parents and in children 3) Points of academic transition are addressed as times of challenge and well-supported through relational practice with families and children 4) school's use of internal and external support programmes helps families manage more challenging needs in the home and specialist wellbeing and safeguarding support in school support and encourage positive behaviours for learning to continue at home 	<p>The ongoing focus on positive attendance across school helps all children improve their engagement where needed and lifts the culture of attending well.</p> <p>Families undertake Early Help and 'Team Around the School' signposting programmes with the support of school, which positively impacts on engagement and attendance.</p>
<p>Improving mental and physical wellbeing, safety and resilience of pupils so that children can concentrate and are ready to learn:</p> <ul style="list-style-type: none"> 1) behaviours for learning are positive and children are focused and ready to learn 2) relationships with families are positive and lead to good partnership around supporting learning 3) barriers to equality (including financial barriers where possible) are removed so that children have ready and equal access to uniform, food in school, learning resources which can be taken home, including digital resources, and time to support their development 4) dedicating protected time for the leadership of SEND, wellbeing and inclusion, with focus on attendance and inclusive support of the most vulnerable families and children 5) Points of transition are addressed as times of challenge and well-supported through relational practice with families and children 6) dedicating specific programmes, new school spaces and growing supportive resources for children and families to use, so that school staff, other professionals, parents 	<p>The programmes of support offered by the pastoral team and inclusion teams are accessed by disadvantaged pupils, with tangible and timely impact.</p> <p>Assessment records show how progress is made over time against the aims of the support and intervention.</p> <p>Development and improvement of school building and resource provision (e.g. how the school equips and uses the Bluebird Room for SEMH provision / vulnerable pupils' needs) shows impact on pupil inclusion in learning and helps to keep children learning alongside peers.</p> <p>School programmes, such as Stay and Play, ParentLearn and family drop-ins have positive engagement (increasing percentages of families attend) from a wide range of families including equal engagement from those who are in receipt of the PPG.</p> <p>Feedback surveys identify the support as a welcome strength of the school.</p>

and carers are supported to help their children learn and engage both in school and also at home.	
<p>Continually improving teachers' professional knowledge, inclusive and adaptive teaching strategies, and skills for curriculum review and planning:</p> <ol style="list-style-type: none"> 1) teachers access high quality CPD which impacts on the quality of teaching and learning taking place in the classroom for all pupils 2) high quality CPD for teaching staff connects directly to high expectations for all pupils, including those who are disadvantaged, and creates a culture of achievement for all 3) teachers have allocated time to enable them to become experts in curriculum and pedagogy, as well as being able to refine and improve the curriculum offer to meet the needs of all pupils 	<p>The percentage of disadvantaged pupils achieving age-related expectations or above is in line with those who are not disadvantaged and in line or exceeding national expectation.</p> <p>High-quality curriculum review allows for teachers to identify where improvements and adaptations can be made to support all pupils' needs and strengthen the points of transition between year groups, to build a journey of learning for all across the 7 years of primary education.</p>

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: £10,300+

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Teacher Development Meeting (TDM) time for teaching staff focused on professional improvement:</p> <ul style="list-style-type: none"> Weekly meeting time sharply focused on professional 	<p>EEF: The tiered model and menu of approaches</p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> Developing high-quality, adaptive teaching approaches across the team, effective and inclusive assessment strategies, and a curriculum which responds to the needs of all pupils 	1, 2, 4 and 6

development, research-led practice, peer mentoring, Professional Quality Improvement (PQI) and Curriculum Quality Assurance activities	<ul style="list-style-type: none"> Professional development on evidence-based approaches in the following areas: <p>adaptive teaching; writing composition (including Talk for Writing) and SPG strategies; reading development (including Little Wandle); and maths mastery implementation</p>	
<p>Maths Mastery programme participation for key staff, to ensure that across the school, gaps in maths outcomes continue to be addressed, interventions identified and provision embedded as we progress through the Mastery Programme:</p> <ul style="list-style-type: none"> Embedding and reviewing Mastering Number at EYFS and KS1 Review of implementation of Maths Mastery approaches in KS2 Maths Mastery training through the Maths Hub programme 	<p>EEF: The tiered model and menu of approaches</p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches. 	1, 2, 4 and 6

<p>Subject specific training and CPD, focusing on Little Wandle Phonics (Reading / English) for all teaching staff, to ensure that across the school, gaps in outcomes are addressed, interventions identified and provision is embedded:</p> <ul style="list-style-type: none"> • Provision of teaching team training time to address Little Wandle training and implementation • Provision of time to review and monitor implementation of the new Little Wandle resources 	<p><u>EEF: The tiered model and menu of approaches</u></p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils • Professional development on evidence-based approaches. 	<p>1, 2, 4 and 6</p>
<p>Subject specific training and CPD, focusing on Talk for Writing for all teaching staff, to ensure that across the school, gaps in outcomes for writing are addressed and new provision is embedded:</p> <ul style="list-style-type: none"> • Provision of teaching team training time to address additional 	<p><u>EEF: The tiered model and menu of approaches</u></p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils • Professional development on evidence-based approaches. 	<p>1, 2, 4 and 6</p>

<p>Talk for Writing implementation</p> <ul style="list-style-type: none"> Provision of time to practise and review implementation of Talk for Writing resources 		
<p>Specific associate staff CPD for targeted interventions, e.g. subject specific; speech and language, sensory – handwriting; teaching of phonics, maths and early reading.</p>	<p>EEF: The tiered model and menu of approaches</p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches. Ensuring that the CPD which is available to teachers is extended and embedded with all associate staff who support the delivery of targeted interventions (see below) 	1, 2, 4 and 6
<p>Specific NPQ training and time dedicated to enhanced senior leadership of SEND:</p> <ul style="list-style-type: none"> sharper focus on Social, Emotional and Mental Health needs and wellbeing CPD for inclusive classrooms 	<p>EEF: The tiered model and menu of approaches</p> <ul style="list-style-type: none"> Professional development on evidence-based approaches. <p>Also:</p> <p>Wider Strategies:</p> <ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs 	1, 2, 3, 4, 5 and 6

<ul style="list-style-type: none"> • Additional senior leader SENCO training • Senior leader community engagement, through the Cradle-to-Career programme to help foster strong and supportive partnerships with pupils' families. 	<ul style="list-style-type: none"> • Supporting attendance, to ensure children are able to access the provision fully and continually for maximum impact • Activity and resources to meet the specific needs of disadvantaged pupils with SEND 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programmes of small group, precision tutoring and overlearning of maths and literacy skills, taught by qualified teachers beyond the school day</p> <ul style="list-style-type: none"> • Staffing: additional TA and teacher capacity 	<p>EEF: The tiered model and menu of approaches</p> <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Interventions to support language development, literacy, and numeracy • One to one and small group tuition through the provision of additional expert teacher capacity • Activity and resources to meet the specific needs of disadvantaged pupils with SEND, for example 	1, 2, 3

<p>Purchase and provision of online programmes and support resources for fluency practice (reading, phonics, maths) e.g. Nessy, Emile, Spelling Frame, Numbots, TT Rockstars</p>	<p><u>EEF: The tiered model and menu of approaches</u></p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Technology and other resources focussed on supporting high quality teaching and learning <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Interventions to support language development, literacy, and numeracy • Technology which can be used off-site, at home, to support ongoing learning for children • Technology which is adapted to suit a range of learning needs 	<p>1, 2, 4, 5 and 6</p>
<p>Provision of physical learning / support resources to be used to support interventions and whole class teaching:</p> <ul style="list-style-type: none"> • Purchase of high-quality concrete maths teaching resources in line with NCETM recommendations • Use of high-quality reading resources through the East Riding library box scheme • Purchase and provision of learning materials 	<p><u>EEF: The tiered model and menu of approaches</u></p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Technology and other resources focussed on supporting high quality teaching and learning <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Interventions to support language development, literacy, and numeracy – resources which can be taken home for pupils to use • Developing a love of learning which can be taken beyond school and supporting families to foster this at home <p>Also:</p>	<p>1, 2, 4, 5 and 6</p>

<p>(borrowing bags) which can be taken home to support engagement in learning in the home environment</p> <ul style="list-style-type: none"> • Participation in schemes to support early learning through play for the youngest children and families, e.g. through supporting families to use Boromi resources • Improvement in provision of Little Wandle additional reading resources • Provision of SEND / Inclusive resources for the Bluebird Room to enhance inclusion and 'break-out support' so that ultimately, pupils are able to remain in their own classrooms to learn alongside peers 	<p>Wider strategies:</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs – helping develop resilience for learning by establishing early learning skills through play and use of concrete resources 	
<p>Provision of programme of additional curriculum sessions: e.g. Life</p>	<p>EEF: The tiered model and menu of approaches</p>	<p>1, 2, 4, 5 and 6</p>

Skills / Anxiety Toolkit sessions for small groups of pupils	Targeted Academic Support: <ul style="list-style-type: none"> One to one and small group tuition <p>Also:</p> Wider Strategies: <ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs and skills development for the next steps of life 	
Provision of NELI early language intervention for EYFS	EEF: The tiered model and menu of approaches Targeted Academic Support: <ul style="list-style-type: none"> Interventions to support language development, literacy, and numeracy One to one and small group tuition 	1, 2, 4, 5 and 6

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

Budgeted cost: £3,000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of personalised pastoral support programmes, through a wrap-around approach which addresses all aspects of support relevant to the child: <ul style="list-style-type: none"> Breakfast sessions 	EEF: The tiered model and menu of approaches Wider Strategies: <ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs through waves of pastoral support which align 	1, 3, 4 and 5

<p>(ELSA-led) for supportive access to school</p> <ul style="list-style-type: none"> • Led at senior team level by trained senior leaders • Delivered by trained staff • Attendance check-ins and support schemes • Supported by the Be Well trust programme delivery • Inclusion support • Social and emotional support for pupils • Family support 	<p>with the inclusion and SEND support provided in school</p> <ul style="list-style-type: none"> • Supporting attendance and intervening when persistent absence prevents access to learning • Communicating with and supporting parents in personalised ways 	
<p>Provision of cost-free access for children to a 'hub' of school-led clubs, activities and drop-in parent sessions, some of which are shared between parents and children:</p> <ul style="list-style-type: none"> • Stay and Play; • Storytime; • Reading, arts, crafts, choir, computing, Eco-Team clubs • Wellbeing drop-ins • Access to resources to enrich learning at home, and models of how 	<p><u>EEF: The tiered model and menu of approaches</u></p> <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs through waves of pastoral support which also help parents to become part of an inclusive and supportive community, access services and build strong relationships with the school team • Removing barriers to participation creating a hub in school for families to enjoy activities together 	<p>1, 3, 4 and 5</p>

<p>to support learning</p> <ul style="list-style-type: none"> • Access to the support of external professionals • Events provided by school with access to cost-free family activities provided 	<ul style="list-style-type: none"> • Supporting attendance and engagement, whilst equipping parents with knowledge, information and support • Communicating with and supporting parents 	
<p>Provision of financial support structures to remove barriers:</p> <ul style="list-style-type: none"> • Access to uniform vouchers • Access to top-up food in school, e.g. additional healthy snacks • Access to extra-curricular experiences, e.g. music lessons, school educational visits and clubs paid for with the PPG • Purchase and provision of devices as needed (e.g.laptop loans for families) • Purchase and provision of 	<p>EEF: The tiered model and menu of approaches</p> <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Supporting attendance through improving health and wellbeing, creating a welcoming environment for children and parents/carers • Communicating sensitively with and supporting parents to remove financial barriers 	<p>1, 3 and 5</p>

SEND / Inclusive resources for the Bluebird Room to enhance inclusion and 'break-out support' so that ultimately, pupils are able to remain in their own classrooms to learn alongside peers		
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Total budgeted cost: £ 30,300+

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-25, the number of PPG pupils in each class was relatively low in terms of ratio to non-disadvantaged pupils. By the end of the academic year, **11% pupils out of 212 children enrolled** had been in receipt of the PPG.

6% of all 212 pupils in 2024-25 were not ‘home-grown’ pupils, joining school this academic year.

Specifics of numbers in each class will not be detailed here for data protection purposes; however, we are also aware that percentage headlines are not indicative of context for each group within the class and data offers a headline summary only:

EYFS GLD	<ul style="list-style-type: none">- 50% of Reception PPG children achieved a Good Level of Development (GLD)- 83% of Reception non-PPG children achieved GLD- 87% of all Reception children achieved GLD- 68% of all Reception children nationally achieved GLD
Phonics Y1	<ul style="list-style-type: none">- 100% of Y1 PPG pupils achieved the Phonics Screening standard by the end of Year 1- 81% of Y1 non-PPG pupils achieved the Phonics Screening standard by the end of Y1- 82% of all Y1 pupils at Hunsley Primary achieved the standard by the end of Y1- 80% of all Y1 pupils nationally achieved the standard at the end of Y1
Phonics Y2	<ul style="list-style-type: none">- 100% of Y2 PPG pupils achieved the Phonics Screening standard by the end of Y2- 100% of Y2 non-PPG pupils achieved the Phonics Screening Check standard by the end of Y2- 100% of all Y2 pupils at Hunsley Primary achieved the standard by the end of Y2- 91% of all Y2 pupils nationally achieved the standard at the end of Y2
Multiplication Tables	<ul style="list-style-type: none">- 67% of Y4 PPG children achieved the MTC threshold of 25/25- 44% of Y4 non-PPG children achieved the MTC threshold- 47% of all Y4 pupils achieved the MTC threshold

Check (MTC)	<ul style="list-style-type: none"> - 37% of all Y4 pupils nationally achieved the threshold
KS2	<ul style="list-style-type: none"> - 29% of Y6 PPG pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS2 - 82% of Y6 non-PPG pupils achieved Expected Standard or above in Reading, Writing and Maths combined by the end of KS2. - 66% of all Y6 pupils at Hunsley Primary achieved the Expected standard or above in RW and M by the end of Y6 - 62% of all Y6 pupils nationally achieved the Expected standard or above in RW and M by the end of Y6
SEND	<ul style="list-style-type: none"> - 61% of pupils in receipt of the PPG in 2024-25 were also on the SEND register (including SEND E and K)
Attendance	<ul style="list-style-type: none"> - The average attendance of pupils in receipt of the PPG was 94.6% - The average attendance of non-PPG pupils which was 96.5% - The average attendance of children in receipt of the PPG nationally was 94.8% - The average attendance of children in receipt of the PPG in the LA was 95.1%

Externally provided programmes

Programme	Provider
NA	NA

Service pupil premium funding (optional)

<p><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></p>
<p>We used our Service Premium to contribute to pupil leadership and wellbeing activities and provision, for example:</p> <ul style="list-style-type: none"> - Delivery of ELSA services as required for targeted pupils

- Targeted opportunities to take part in and lead pupil leadership activities, to develop leadership and teamwork skills

The impact of that spending on service pupil premium eligible pupils

As appropriate, we identified specific needs and opportunities for pupils in receipt of the Service Premium, and use this funding to ensure they were given enhanced opportunities to thrive, develop interpersonal skills, lead others, have time to talk and access wellbeing services. We used a bespoke 'Achievement Plan' which outlined how we would address individual pupils' needs.

Further information (optional)

The school has received a significant number of in-year transfers across the year 2024-25, which has increased the number of children on-roll from the beginning to the end of the academic year. This also impacts the significance of comparative PPG and non-PPG statistics.