

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hunnyhill Primary
Number of pupils in school	361 382
Proportion (%) of pupil premium eligible pupils	20% (22% summer '24) 22% Summer '25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	L Steedman
Pupil premium lead	N Burke
Governor / Trustee lead	J Wareham

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£124,817 2023/24 £132,897 2024/25 £125,715 2025/26
Recovery premium funding allocation this academic year	£3454 – ending Aug. '24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£137,645 2023/24 £132,897 2024/25 £125,715 2025/26

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body are committed to meeting the social, pastoral and academic needs of our disadvantaged pupils so that they will become independent learners and, with determination, will build resilience and achieve personal success. The intention of our pupil premium strategy is to support all disadvantaged pupils to achieve their goals, including the progress of those who are already high attainers. We promote an ethos where we all respect each other, thus leading to an inclusive and positive learning environment.

High-quality teaching and learning is integral to our strategy plan, 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 the non-disadvantaged pupils in our school. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy works closely alongside our wider school development plan, maintaining education recovery and 'catch-up', notably in its targeted support seen through tutoring sessions for those pupils whose education needs additional input, including non-disadvantaged pupils.

2023-24 38% of whole school had access to additional sessions planned, 54% of PP children were included.

2024-25 28% accessed additional sessions, 53% of PP children were included – 44% now 'on-track' in targeted area

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make good progress. We will be reflective in our approach to common challenges and individual needs. To ensure that this is carried out effectively we will:

- *ensure there is a culture of high expectations for all*
- *act early to intervene at the point need is identified*
- *there is a shared belief that all disadvantaged pupils are capable of overcoming their personal barriers in order to succeed*

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact their development and fluency as readers and writers.
2	Staff observations and discussions with pupils continue to indicate some underdeveloped oral language skills (oracy) and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
3	<p>Our assessments and discussions indicate that the education and wellbeing of many of our disadvantaged pupils continues to be impacted long-term by disruptions to their school journey, significantly around resilience and self-regulation. These findings are supported by national studies. This is also evident through observations made during PSHE/ SCARF lessons and will be considered when reviewing our behaviour policy this year.</p> <p>This continues to influence knowledge 'gaps', impacting on planning for those 'off track' with age-related expectations, especially in phonics, reading fluency and comprehension, spelling accuracy and how to support pupils when problem solving in Maths.</p>
5	<p>Our attendance data in previous years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.</p> <p>Attendance figures continue to improve – 91% for FSM pupils (94% non)</p>
6	Discussions within the school community have highlighted the need to further develop relationships with parents ; embedding homework and communication links so that engagement and support for their child's progress is improved, enjoying a pupils learning journey together.

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
To close the phonics attainment gap for disadvantaged pupils	<p>New systematic, synthetic phonics scheme purchased.</p> <p>Rigorous monitoring and evaluation will ensure consistency across the school and targeted planning for sessions delivered.</p> <p>Phonics Tracker and Phonics Shed assessments monitor the progress of disadvantaged pupils.</p> <p>Small group phonics tuition sessions run across year 1, 2 and 3 for up to an hour a week.</p>
To develop and implement curriculum provision to enable disadvantaged pupils to successfully fill gaps in knowledge and skills.	<p>Focus disadvantaged/ vulnerable pupils to attend small group tuition sessions run by teachers for up to an hour a week (in all year groups).</p> <p>Close monitoring of disadvantaged pupils by SLT when conducting book looks and Pupil Progress/ Teaching and Learning reviews.</p> <p>English and Maths leads to deliver staff training on recovering lost learning in these subjects – supported by approaches to develop pupil retention of learning over time (4 From Before)</p> <p>Pupil Premium lead to implement pupil conferencing opportunities to identify and target barriers to learning with pupils – they will be able to take ownership of their own progress/ success</p>
To continue to maximise the emotional wellbeing and academic support for all pupils, including the most vulnerable.	<p>Good emotional wellbeing will be observed and support the progress made by our vulnerable pupils (use of Six Strands materials to support monitoring)</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Attendance of our disadvantaged pupils will be in line with their peers and the school target of 96%.	<p>The attendance figures for our pupil premium children should be in line with those of non-pupil premium.</p> <p>The number of 'lates' recorded will decrease as a result of rigorous monitoring and positive engagement with families identified.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply teacher to cover release time for Pupil Premium lead to ensure rigorous monitoring of disadvantaged pupils.	Monitoring and evaluation of the impact of approaches/ activities ensures that funding is used effectively and that progress is made against intended outcomes.	All
Teaching and Learning and Maths Lead to be out of class to support and monitor interventions and of curriculum across the school.	Planning and monitoring process further developed with those delivering Recovery Curriculum. Staff have a shared understanding of the Teaching and Learning priorities that will improve attainment for our pupils. Comments recorded on planning grids inform 'next steps' and 'catch-up' needed in learning.	1-3
ICT Support and subscriptions	Subscriptions support parents when working with their child at home. Parent Survey and feedback to teachers used to inform how programs are used (Computing survey). Investment in programs such as Maths Box and Reading Plus – monitoring of progress	1, 3 and 6
Validated Phonics Scheme purchased to secure a consistent approach to teaching for all pupils – Time out of class for lead (monitoring of provision and progress)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1-3

<p>Standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Consultancy Fees - Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time to discuss and embed key actions from meetings – 1 hour per week</p> <p>HLTA Training</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Further time allocated for staff for develop subject areas/ provision – reflect on outcomes from interventions in place (ensure effective strategies' are in place)</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional costs of staff running small group tuition.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has knowledge 'gaps'. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>EEF Teaching and Learning Toolkit – One to one tuition – High impact for moderate cost based on moderate evidence.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>1, 2</p>

including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Speech and Language support for targeted pupils by specialist Speech and Language Teaching Assistant and Specialist Outreach Service.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts (particularly on reading) Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
Additional support staff provision	Teaching assistants assigned to support disadvantaged/ vulnerable pupils	1-3

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

Budgeted cost: £57,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest Schools – under review</i>	Planned opportunity for exploration and discovery, 'nurturing meaningful experiences for positive lifelong impacts. Wellbeing is the foundation of the practice; recognising the social, emotional and physical needs of participants'.	2 & 3
Family Liaison Officer in place to ensure family support across the school	Embed Nurture Group provision and staff access to MAYBO training. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

<p>Sensory breaks planned/ delivered to support children with their levels of engagement, improved focus and attention, improved communication skills and the development of physical skills.</p>	<p>A sensory motor skills programme (with relevant resources) helps our children become more organised and achieve the 'just right' level of alertness they need to help them prepare for their learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Moderate impact for moderate cost based on extensive evidence.</p>	<p>3</p>
<p>Additional time allocated for the attendance officer</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, including cultural capital and financial challenges for families.</p>	<p>All</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 and 2024/25 academic years.

Data for the academic year 2023/24 shows that there was progress in outcomes, with learning 'gaps' starting to close. As a result of the data, KS2 will continue to be a focus, with an emphasis moving forward on Maths (fluency and arithmetic) and our PP boys. As a school we continue to recognise the need to revisit prior learning to ensure knowledge and understanding is retained, and that learning 'links' are made.

Throughout the school we continue to reflect on, and consider, further opportunities within planning to provide additional/ alternative challenges for those working at a Greater Depth, varying tasks to promote deeper thinking and application.

Teachers plan enrichment activities to support the learning experiences of all children, with particular focus on our disadvantaged, embedding their understanding and application of key vocabulary.

Tutoring sessions have focused on learning objectives identified, revisiting/ consolidating learning based on on-going assessments – targeting those that are 'off-track' or not working at ARE. These have proven to be an effective approach and will continue to be in place this academic year.

Staff training and support ensures quality-first teaching and learning allows our children to make good progress and achieve their potential. This is evident in lessons, outcomes from 'book looks' and is demonstrated through professional conversations held. Rigorous diagnostic assessment and daily assessment-for-learning informs our planning; adapting, varying and scaffolding activities as needed. Progress and attainment continues to be monitored throughout, regularly re-evaluating actions set to meet the needs of pupils.

Actions planned and implemented in the academic year 2024/25 will continue to focus on 'closing the attainment gap', closely monitoring and tracking what steps need to be taken to address pupil needs, to enable them to achieve ARE combined in Reading, Writing and Maths.

Data for the academic year 2024/25 shows that there continues to be progress in outcomes, with 'gaps' starting to close. Following strategies and approaches in place, the number of pupils PP pupils, non-SEN, 'off-track' has reduced, with more now achieving combined ARE.

As a result of the data, KS2 will continue to be a focus, with an emphasis moving forward on Maths (fluency and arithmetic) and Writing (spelling focus). As a school we continue to recognise the need to revisit prior learning to ensure knowledge and understanding is retained, and that learning 'links' are made. Throughout the school we continue to reflect on, and consider, further opportunities within planning to provide additional/ alternative challenges for those working at a Greater Depth, varying tasks to promote deeper thinking and application.

Teachers plan enrichment activities to support the learning experiences of all children, with particular focus on our disadvantaged, embedding their understanding and application of key vocabulary.

Tutoring sessions have focused on learning objectives identified, revisiting/consolidating learning based on on-going assessments – targeting those that are ‘off-track’ or not working at ARE. These have proven to be an effective approach and will continue to be in place this academic year.

Regular updates and staff training ensures quality-first teaching and learning, allowing our children to make good progress and achieve their potential. This is evident in lessons, outcomes from ‘book looks’ and is demonstrated through professional conversations held. Rigorous diagnostic assessment and daily assessment-for-learning informs our planning; adapting, varying and scaffolding activities as needed. Progress and attainment continues to be monitored throughout, regularly re-evaluating actions set to meet the needs of pupils. ‘Catch-up’ sessions ensure that when a child is absent any work missed is shared, minimising ‘gaps’ in learning.

Actions planned and implemented in the academic year 2025/26 will continue to focus on ‘closing the attainment gap’, closely monitoring and tracking what steps need to be taken to address pupil needs, to enable them to achieve ARE combined in Reading, Writing and Maths by the end of KS2.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SCARF	SCARF – a whole-school approach, supporting primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement 2024-25
Forest School	Online Forest School Leaders 2025-26
Six Strands	Hampshire County Council
Phonics Shed	Education Shed Ltd.

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Learning Support Assistants have dedicated time to monitor and support the emotional wellbeing and academic achievement of service children.</p> <p>We identified gaps in service children's education which we address with targeted support.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrate progress in subject areas where extra support classes were provided.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- utilising the expertise and support of a student social worker. The provision helps to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.