

# 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	Huntley CE Primary
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	03/12/25
Date on which it will be reviewed	December 2026
Statement authorised by	E Curtis
Pupil premium lead	E Curtis
Governor / Trustee lead	A Horniman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3030
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9090

## Part A: Pupil premium strategy plan

### Statement of Intention

Our intention is that every child in our school, regardless of their background and any challenges they may face, makes good progress and reaches their full potential across all areas of the curriculum.

At the heart of our curriculum delivery, is good quality first teaching and we understand the importance and effectiveness of this on the progress of every child. In addition, research shows that this has the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to the needs of individuals and the challenges they may face. Our approach will be rooted in robust diagnostic assessment and will meet the needs of the children at that time. In addition to teacher assessment we use a variety of tools to assess secure learning, including York Assessment of Reading for Comprehension (YARC) and NFER maths. These assessments focus on the knowledge our pupils have retained and can apply. Our pupil premium strategy has been informed by assessment outcomes and has made use of a range of research, such as the Education Endowment Foundation.

We have a strong focus on the creative elements of the curriculum and ensure that disadvantaged children have access to the same opportunities for example music lessons as their non- disadvantaged peers.

In addition, we strongly promote the mental health and wellbeing of all our pupils. Extra-curricular activities which help promote resilience and self esteem are offered to all children. Funding is provided for our disadvantaged children to ensure they can access these activities. We offer subsidies for the year six residential and an outdoor adventure weekend.

We will:

- Ensure the level of challenge is high for all pupils, including those identified as disadvantaged.
- Ensure interventions are timely and specific to the child's needs
- Ensure that we are supporting the emotional well being of the pupils to support academic success.
- Ensure there is a whole school approach in which all staff take responsibility for the outcomes of our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Through discussion with parents, children and teachers, observations and our pupil survey, it is evident that there are social and emotional issues for of our disadvantaged children. This has shown to have an impact on their academic progress.
2	Some of our disadvantaged children have less access to extra-curricular activities and may miss out on opportunities offered through school due to financial constraints.

## 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
1 To develop resilience and confidence in maths in KS2.	Successful SATS results Pupils have a more resilient approach and feel more confident with their knowledge and skills in maths.
2 Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Pupils have a range of strategies to support well-being alongside strategies to support learning. Pupils' learning behaviours and focus have improved. Pupils have strategies to manage their emotions and understand how the 5 ways to well-being can help them do this.
3 Pupils who have limited wider life experiences will experience an enriched curriculum and access wider school provision.	All children will have attended an adventure residential which are offered in Y4-6. Pupils will be able to access wider school provision irrespective of resources or other barriers at home. There will be a significant increase in participation in enrichment activities with a focus on the disadvantaged children attending.

Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500 (practitioner training and cover)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego therapy	Lego therapy helps to create nurturing relationships that scaffold the development of effective stress management skills, develop capacities to promote emotional and behavioural self-regulation and support pro-social behaviours.	2

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

Budgeted cost: £1044.80 (10 x 1 hr session x 2 children with 2 children)

TA costing £4025.20 (to go towards TA costs in Estuary during maths lessons)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to address individual pupil needs in Maths and close the attainment gap Focus – maths	EEF +5 months <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1/2
TA support in class during maths lessons to support children with their learning.	EEF +4 months <a href="#">Teaching Assistant Interventions   EEF</a>	1/2

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

Budgeted cost: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip subsidised to ensure engagement was possible.	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. <u><a href="#">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></u>	2/3
Provision of correct school uniform	Low self-esteem impacts on learning. If a child feels different this can impact of their self -confidence/ esteem.	2/3
Whole school resilience development day	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. <u><a href="#">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></u>	2/3
Whole school Forest school provision	Forestresearch.gov.uk Children and young people are simulated by the outdoor and typically experience, over time, an increase in their self-belief, self-confidence, learning capacity, enthusiasm, communication and problem- solving skills and emotional well-being.	2/3

School uniform – x 2 all logoed items per child - £70.00 Approx. £560

Residentials and school trips dependent on trips/ which residential they choose to be subsidised. Approx. 2025-2026 -£1000 (inc. x 2 IOW 50% payment and 3 residential 50% payment and school trips)

Resilience day (part fund) – Approx. £500

Forest schools CPD inc. conference and school visits - £250

Resources for Forest school provision: £500

## 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 2024 to 2025 academic year.

Phonics screening – 100% pass rate for any retakes

Word shark spelling intervention purchased and has been embedded showing an improvement in spelling ages for our target children.

My Happy Minds introduced across the school to help support resilience and mental health and wellbeing. The children can talk about strategies to cope with big emotions. Young Minds manner assemblies have supported with this.

Breakfast club – part of national pilot so free to all children and they can all have breakfast. All of our PP children attend – some every day. Other wrap around provision is subsidised and 75% of our PP children attend at least one after school club.

100% of PP children attended residential.

Forest Schools are now well established across the school with all children having carefully planned progressive sessions. Resources have been invested in to ensure the curriculum can be provided and safe risks can be offered. This has led to increased self confidence with some of the children and full engagement in the planned activities. Pupil voice shows the children are enjoying the sessions and clear skill development has been seen over the sessions. In addition, small groups have been introduced for primarily PP children to help develop resilience and self-confidence.

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A