

Pupil Premium Strategy Statement Hunton & Arrathorne CP School 2025+



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	93
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	1 st September 2025
Date on which it will be reviewed	31 st July 2025
Statement authorised by	Samuel Donaldson
Pupil premium lead	Gavin Cope
Governor / Trustee lead	Andrea Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£20,900

Part A: Pupil Premium Strategy Plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	A high level of our pupil premium children are service pupils. This means they have increased mobility, and require additional pastoral and wellbeing support.
2	Disadvantaged pupils may face barriers compared to non-disadvantaged pupils in regards to attainment and progress (achieving in line with their peers)
3	A high proportion of the Y1/2 children are in receipt of pupil premium (40%). This makes them a particularly vulnerable group for a variety of factors (SEMH and SEND).

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
The attainment and progress of pupil premium children will be in-line with, or exceed, other pupils at our school.	Pupil premium attainment and progress will be in line with non pupil-premium.
The attainment of pupil premium children at Hunton & Arrathorne School will be higher than the national average attainment for pupil premium children.	Pupil premium attainment within our school will be higher than national pupil premium attainment
Service pupils have access to bespoke support to ensure they are not affected by mobility.	Service pupils are well supported by the Service Pupil Premium Lead.
Pupil Premium children are not at a disadvantage socially or emotionally and have the same opportunities as non pupil-premium children.	Questionnaires, pupil and parent voice show that pupil premium children are not disadvantaged in our school.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train EYFS and KS1 staff in NELI intervention.	EEF – Early Years Toolkit Evidence states that there is evidence of language gaps at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities – providing small group communication approaches have high impact (Impact +7 months)	1,2,3
Ensure key staff have relevant, up-to-date CPD in our statutory phonics programme, 'Little Wandle' and that this CPD is maintained throughout the year.	EEF - Phonics Evidence states that phonics has a positive impact overall (+5 months) with very 1 6 extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)	1,2,3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional adult support in KS1 class, as this is where the highest proportion of Pupil Premium children are located.	EEF Small Group Sizes 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.' EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers 1, 2 & 4 7 and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.' (Impact +4 months)	1 & 2
Provide small group tuition to children in EYFS and KS1 targetting SALT, Early Reading and SEMH needs.	EEF – Early Years Toolkit Evidence states that there is evidence of language gaps at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities – providing small group communication approaches have high impact (Impact +7 months)	1,2 & 3
Provide small group tuition to KS2 children who have gaps in their phonic knowledge to ensure they can read fluently by the end of KS2.	EEF – Reading in KS2 Phonics improves the accuracy of children's reading, but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including the development of vocabulary and spelling,	1,2 & 3

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

Budgeted cost: £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release Service Pupil Lead to run 1 x 30 minute 'Hunton Heroes' session per week, and provide bespoke support for children and families.</p> <p>Ensure service pupils have the opportunity to attend events throughout the year to meet with and engage in activities with other service pupils i.e. Festival of Remembrance, Armed Forces Day.</p>	<p>National Guidance on Service Pupils</p> <p>NGSP states that schools should be alert to the fact that service pupils may experience higher mobility, and undergo family separations so should provide pastoral support and wellbeing strategies to mitigate the emotional and social impact.</p>	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Service pupils have accessed pastoral support to mitigate for any social, emotional and pastoral risks. They have accessed events alongside peers including the Service Children's Festival of Remembrance, Armed Forces Day and art workshops etc. Families have also benefited from this bespoke support and transition into school has been smooth.
- Attainment for service pupils is higher than the national average.
- The vast majority of pupils have developed excellent wellbeing inline with our school values of 'care, aspire and excel' due to their social and emotional needs being met.

Service pupil premium funding

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**

- GTA hours to develop the role of the 'Hunton Heroes'
- GTA hours to lead 'Hunton Heroes'
- Release time for pupils to attend national events – e.g. Service of Remembrance
- GTA time for those identified as needing additional emotional support for their wellbeing.
- GTA time for same-day phonics interventions for those identified as needing additional support in 'keeping up'.
- 1:1 support for child who has difficulties in meeting PSED early learning goal
- Additional teaching staff to ensure high pupil: teacher ratio in EYFS and KS1.

The impact of that spending on service pupil premium eligible pupils

-71% of service pupils achieved a GLD in 2025. 100% of Y1 service pupils passed their PSC. 100% of service pupils at the end of KS1 are at the expected standard in R,W,M.

At the end of KS2, 100% of service pupils achieved ARE in Reading; 100% in Maths and 50% in Writing.

Further information

Of our 34 pupil premium children, 43% are in Reception and Key Stage 1 and we have invested heavily in the outdoor provision, small group tuition and an SSP to ensure they have the best possible start in school.

38% of our children are pupil premium with 31% coming from service families; we have therefore made a big effort to establish strong links with our service families. The success of this is evident through the attainment and progress of the children, supported by data, but also the happiness of the children which is supported through pupil and parent questionnaires.