

# 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	92
Proportion (%) of pupil premium eligible pupils	32% Pupil Premium 26% Service Pupils 5.4% FSM 2% Previously LAC
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	1 <sup>st</sup> September 2026
Date on which it will be reviewed	1 <sup>st</sup> July 2027
Statement authorised by	Samuel Donaldson
Pupil premium lead	Rachel Wilson Helen Hollocks
Governor / Trustee lead	Andrea Peacock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£30,650

# Part A: Pupil Premium Strategy Plan

## Statement of intent

We want ALL our pupils:

To **care** about themselves, their class, school, the community and the wider world.

To **aspire** to contribute to their class, school, community and wider world.

To have the drive to **excel** in whatever they choose to do.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy
- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators

With specific reference to Pupil Premium pupils we:

Aim to support children to excel and access all aspects of school life, regardless of levels of disadvantage. We use evidence informed research to inform and implement strategies to ensure the needs of all children are met. We support service pupils exceptionally well through a bespoke pastoral package, a skilled Service Pupil Lead and whole-family support. We have high aspirations for all pupils, including Service and Previously LAC to aspire and excel, making a positive contribution to school and the wider world.

## Challenges

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

Challenge number	Detail of challenge
1	The stability of disadvantaged pupils at our school is low (through in-school movement, or military postings) meaning they arrive at our school with gaps in their foundational knowledge in reading, writing, maths and communication.
2	Many disadvantaged pupils start school in Reception with measurable deficits in vocabulary and expressive language (oracy), which hinders their ability to articulate complex reasoning and fully engage in curriculum discussions.

3	Finance may be a barrier for some disadvantaged pupils in terms of accessing the same extra-curricular activities, visits and enrichment opportunities as their non-disadvantaged peers.
4	Due to the transient nature of service families and the high probability of deployment, service pupils may require additional SEMH and pastoral support.

## 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, and their families, 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: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribe to Steplab CPD tool to ensure professional development for all staff on language rich classrooms. Train staff to use ambitious vocabulary. Ensure deliberate use of sentence stems and language expansion.</p>	<p><b>EEF – Effective Professional Development</b> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p>	<p>1, 2</p>
<p>Ensure EYFS and KS1 pupils are taught in single-aged classes with small group sizes to allow for focussed teaching and early identification of additional support required in relation to gaps in foundational skills for PP pupils.</p>	<p><b>EEF Small Group Sizes</b> ‘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 &amp; 4 7 and, for very young pupils, those with lower socioeconomic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.’ (Impact +4 months)</p>	<p>1, 2</p>
<p>Recruit an additional member of support staff to work in EYFS to promote high quality interactions within the Early Years.</p>	<p><b>EEF Communication &amp; Language Approaches</b> Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression. <b>EEF – Early Years Toolkit</b> 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)</p>	<p>1, 2</p>

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

Budgeted cost: £4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement NELI as both a whole class, and small group intervention focussing on improving speech and language in Early Years and KS1.</p>	<p><b>EEF – Oral Language Intervention</b></p> <p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>‘Oral language’ refers to speaking and listening. ‘Intervention’ means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting.</p>	<p>2</p>
<p>Provide small group tuition to KS2 children who have gaps in their foundational knowledge to ensure they can read fluently and calculate confidently by the end of KS2.</p>	<p><b>EEF – Reading in KS2</b></p> <p>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,</p>	<p>1,2 &amp; 4</p>
<p>Ensure pupils who are new to school have a diagnostic assessment on entry which informs targeted small-group tuition if required.</p>	<p><b>EEF – Small Group Tuition</b></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2</p>

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

Budgeted cost: £950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release Service Pupil Lead to run 1 x 20 minute 'Hunton Heroes' session per week, and provide bespoke support for children and families.</p> <p>Enable regular contact between Service Pupil Lead and service 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><b>National Guidance on Service Pupils</b>            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> <p><b>EEF – Social &amp; Emotional Learning</b>            Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	4
<p>Provide additional support to FSM pupils to allow them to access full enrichment offer – paid access to extra-curricular clubs, subsidised visits and paid-for instrumental tuition.</p> <p>Organise for vulnerable pupils to work with Open Door Art for 1 day art workshop to promote SEMH.</p>	<p><b>EEF – Arts Participation</b>            Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	3

**Total budgeted cost: £30,600**

## Part B: Review of the previous academic year

### Outcomes for all disadvantaged pupils

- Average attainment for pupil premium children is higher than the average attainment of the whole school.
- 100% of pupil premium met the GLD at the end of Reception; 100% passed the Phonics Screening Check and 67% achieved Reading, Writing & Maths combined at the end of Key Stage 2 – each of these is significantly above national averages for pupil premium.
- The average attainment of pupil premium children at Hunton & Arrathorne CP School is significantly higher than the average attainment of disadvantaged children nationally, and marginally higher than non-disadvantaged children nationally.
- 76% of disadvantaged pupils attended an after school club; 100% have attended a school visit; 100% of Upper Key Stage 2 attended a residential trip; 100% of Lower Key Stage 2 attended Parliament Visit and 12% have access to Peripatetic Music Tuition (higher than whole school %)
- Attendance for pupil premium is higher than the attendance for non-pupil premium children and the whole school, and significantly higher than pupils who access free school meals nationally.

## 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***

- Weekly 'Hunton Heroes' pastoral support group
- Dedicated member of staff acting as Service Pupil Lead and liaising with families and pupils.
- Half-termly leadership meetings focussing on progress, attainment, SEMH, attendance and belonging of service pupils.
- Targeted small group interventions for cognition and learning & communication and interaction where needed.

### **The impact of that spending on service pupil premium eligible pupils**

- 100% of service pupils in Reception achieved GLD; 100% of Y1 pupils passed the Phonics Screening Check; 80% of Y6 pupils achieved Reading, Writing & Maths combined at the end of Key Stage 2.
- All service families had direct contact with the service pupil premium lead who also has regular scheduled meetings with pupils.
- 100% of Key Stage 2 pupils attended the Festival of Remembrance and the Military Picnic.
- 79% of service families attended after school clubs;
- 100% H&A 36, school visits, residentials, London visits, represented school in sport; 10% accessed peripatetic music lessons.

# Further information