

Pupil premium strategy statement – Hook CE Primary School

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	204
Proportion (%) of pupil premium eligible pupils	14%
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)	2024/2025 – 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Ainley, Headteacher
Pupil premium lead	Carla Yewman, Deputy Headteacher
Governor / Trustee lead	Pamela Bell, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36585.60
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>	£36585.60

Part A: Pupil premium strategy plan

Statement of intent

At Hook Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Teachers and school staff have high expectations of all pupils and strive to support them in achieving their full potential.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, and we are committed to meeting their pastoral, social and academic needs in our supportive school environment.

Our key principles at the heart of our approach are:

- High-quality teaching and learning opportunities which meet the needs of all pupils.
- An understanding of the context and experiences of our families and how this can impact life for our children.
- Appropriate provision to meet the individual needs of disadvantaged pupils: pastorally, socially and academically.
- An understanding that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis to identify priority classes, groups or individuals and in doing so will give the best possible chance of achieving national expectations.

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 suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Termly tracking indicates that 43% of disadvantaged pupils are reading below age-related expectations. On entry to Reception class in the last 3 years, on average 56% of our disadvantaged pupils

	arrived below age-related expectations compared to 26% of other pupils. This gap narrows but remains significant to the end of KS2.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Termly tracking indicates that 60% of disadvantaged pupils are working at below age-related expectations in maths.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges at home and lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for pastoral support remain relatively high. 68% of disadvantaged pupils currently require additional pastoral support with social and emotional needs.
4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This also includes lateness. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 will show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 will show that more than 70% of disadvantaged pupils met the expected standard.
To sustain improved wellbeing for all our pupils in school, particularly our disadvantaged pupils.	Pupil voice, observations and extra-curricular club data will show: <ul style="list-style-type: none"> - All pupils are supported with their social and emotional needs by a specialist member of staff. Pupils know there's an opportunity to talk

	<p>about their wellbeing when needed.</p> <ul style="list-style-type: none"> - Relationships with families remain strong to enable staff to identify pupils who may need additional support with social and emotional needs, perhaps as a result of challenges at home. - More pupils will participate enrichment opportunities. Some clubs will be held on a lunchtime so that all pupils can access enrichment opportunities. - Pupils will be provided with opportunities to improve their cultural capital.
To achieve and sustain improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> · The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. · Reduced late attendance to 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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English lead work with the English hub and to attend TRC reading course to embed a culture of reading for</i>	'Reading for pleasure is the single biggest indicator of a child's future	1

<p><i>enjoyment across the school.</i></p>	<p>success – more than their family circumstances, their parents’ educational background or their income.’</p> <p>Key outcomes are listed below:</p> <ul style="list-style-type: none"> • Improvement in vocabulary in comparison to non-readers (Millennium Cohort Study) • Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older (Cremin 2019, Torppa 2020) • Better performance in subjects other than English (Millennium Cohort Study) • Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background (OECD) • There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors (NLT 2018) 	
<p><i>Whole school CPD to support the teaching of reading, with a particular focus on fluency.</i></p>	<p>The Education Endowment Foundation (EEF) states that supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers (Professor Becky Francis, Chief Executive, Education Endowment Foundation)</p>	<p>1</p>

	Fluency helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody (Tim Shanahan 2019)	
<i>Whole school CPD on Mastering number to improve number fluency across the school</i>	The mastery approach rejects the idea that only some children can do well in maths. It embraces the idea that everyone can do well, regardless of prior attainment. Teaching maths for mastery offers all pupils access to the full maths curriculum (NCETM).	2
<i>Whole school CPD on the use of manipulatives in Maths and the purchase of manipulatives.</i>	By allowing pupils to interact with mathematical ideas, manipulatives help build a strong foundation for more complex concepts down the line.	2
<i>Staff to attend positive handling course to learn de-escalation strategies to support pupil well-being.</i>	De-escalation strategies help to maintain peace and prevent violence. The course also teaches staff how to hold pupils until they can hold their own emotions, and by doing so prevent them harming themselves or others.	3
<i>Staff to attend training on trauma informed strategies and restorative practice</i>	Adverse childhood experiences can have an impact on children, CPD will allow school staff to support children by using effective strategies.	3

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased staffing for structured intervention for phonics and fluency across the school.</i>	Little Wandle makes recommendations of daily phonics catch up sessions to address specific needs and reduce gaps.	1
<i>Increased staffing for structured intervention for maths across the school.</i>	Pre-learning and providing extra practice of concepts and strategies learnt in lessons helps build confidence and understanding, bridging the academic gap between pupils.	2
<i>Purchase NFER tests to allow for diagnostic termly assessments for</i>	Standardised testing can give insights into how children can interpret, retain and use previously gained knowledge. It will show gaps that need to be addressed	1, 2

<i>Reading, SPAG and Maths.</i>	and support the need for further intervention.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 pastoral support provided for those pupils who require social and emotional support</i>	Pastoral care supports the physical, mental, emotional and social wellbeing of pupils and can help pupils achieve academically and personally.	3
<i>Travel provided to support individual pupil's attendance</i>	This has been provided previously and has significantly increased children's attendance percentage in school.	4
<i>Specialist Yoga through 'The School Yoga Project' to support pupils with their wellbeing by providing coping strategies and relaxation methods.</i>	Yoga is proven to support children's physical and mental health and can have an impact on academic performance and classroom behaviour.	3
<i>Bus provided to external extra-curricular events to develop cultural capital in disadvantaged pupils.</i>	Providing children with experiences and opportunities helps them progress and achieve success and prepare for the next stage of their development.	3

Total budgeted cost: £ 36585

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The increased staffing to support interventions for the Little Wandle Phonics programme has had a continued impact on results with 96% children in Year 1 passing the PSC in 2024. The interventions continue throughout the school and the purchase of decodable reading books for pupils aged 7+ supports those pupils still continuing with the LW phonics programme in KS2. We also purchased fluency books to use as a bridge to free reading and to support pupils whose reading fluency was a barrier to their comprehension.

In addition to the Little Wandle reading programme we recognised the importance of developing a rich reading spine of books for teachers to read aloud to pupils. Our reading spines provide a diverse range of class texts to promote a love of reading. We purchased copies of the books for each class and we have seen pupils engage with a wider range of books and authors.

The pupil premium funding has allowed school to subsidise school visits, including residential. We are proud of the experiences the disadvantaged pupils have been able to partake in as a result of this extra funding. We have now mapped out school visits for each year group to allow pupils to gain a wide variety of experiences for maximum impact. We will continue to evaluate the purpose and learning outcomes of school visits as costs continue to rise.

We continue to use the NFER testing suite effectively for question-level analysis and this allows us to gain a deeper understanding of the gaps in pupils learning. We have also found that it correlates with KS2 statutory tests and this, alongside formative assessment, helps us to identify borderline pupils early on and address their needs. We have also held additional Maths and English sessions before school for pupils requiring additional support and the NFER tests have helped to identify specific areas of need.

We have continued to analyse attendance closely and have arranged for the collection and drop off of disadvantaged pupils whose attendance was significantly below 90%. This has had a positive impact on the pupils' well-being and academic achievements. We continue to see a higher number of families taking holidays during term-time (compared to pre-pandemic) so this is an area we're continuing to work on.

The wellbeing and mental health of pupils and families has been supported over the past year and more families continue to reach out for pastoral support from school. These strong home-school relationships have allowed to our pastoral team to further address pupil needs and support with any safeguarding concerns.