

# Pupil premium strategy statement – Hoole Church of England 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	405
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 -2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rosalind Flanders
Pupil premium lead	Clare Watling
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,010
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>	£96,010

# Part A: Pupil premium strategy plan

## Statement of intent

In line with the Church of England vision for education, our aim for all children, including children who are disadvantaged is that they can experience life in all its fullness. Our intention is that all children are enabled to 'let their light shine' through exposure to a rich and broad curriculum. We want all pupils to achieve the highest academic standards that they can in all areas of the curriculum and want to ensure that any barriers than hinder this are overcome as quickly and as fully as possible.

### **Our objectives for pupil premium spending:**

- To provide high quality learning experiences for all learners across the curriculum
- To provide additional academic support and intervention for disadvantaged children so that they can achieve their potential
- To provide additional emotional and social support to disadvantaged children to improve their wellbeing
- To work with families to support attendance of disadvantaged children so that their attendance is at least in line with that of their non-disadvantaged peers
- To provide enrichment and extra curricular activities for disadvantaged children in order to build cultural capital as well as self confidence and self esteem.

### **How we will work towards this**

- To provide high quality interventions – in class, group interventions and individual support - to help disadvantaged children overcome academic gaps, and emotional or social needs.
- To provide a whole school approach to emotional and social wellbeing
- To support families of disadvantaged children to improve their attendance at school

### **What our key principles are**

- We are committed to meeting the needs of all children in our care, particularly the most vulnerable including those who are disadvantaged. We recognise that for many of these children, they are disadvantaged in more than one aspect and we work to ensure that we address disadvantage in a holistic manner.
- We use an evidenced based approach and evaluate the impact of our actions regularly with our safeguarding team including inclusion lead, learning mentor and attendance officer to do this.

## Challenges

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

Challenge number	Detail of challenge
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1	A significant proportion of our disadvantaged children are also identified as having Special Educational Needs which impacts their overall attainment
2	Attendance of our disadvantaged children is below that of their non-disadvantaged peers.
3	Effects of early trauma, attachment needs and emotional needs impact readiness to learn and ability to participate in lessons with their peers
4	External data for Year 6 end of Key Stage SATs for 2025 shows that disadvantaged children's attainment was lower than that of their non-disadvantaged peers, Whilst internal data shows that their progress was usually at least in line with that of their non-disadvantaged peers, the gap between the two groups still exists

## 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.Targeted support for disadvantaged children with SEND is effective	Disadvantaged children with SEND are regularly monitored and tracked with specific targets that are monitored rigorously
2. Attendance to continue to improve for disadvantaged children	Individual disadvantaged pupils having an attendance of 96% or above Robust processes in place for children whose attendance is below 96%
3.Improve behaviour of disadvantaged children who find it difficult to follow the school rules, lack attentiveness or demonstrate low level disruptive behaviour	Reduction in behaviour incidents in and out of class with children knowing how to take responsibility for their choices Disruption in learning is minimised resulting in high levels of attentiveness and engagement and higher rates of progress in attainment
4.Improve self regulation and emotional stability of disadvantaged children	Pupils are able to understand, express and manage their emotions, minimising loss of learning time
5.Individual learning needs of all children met	Clear and rapid understanding of children's barriers to learning with robust plans in place to address these Plans are monitored and adapted regularly
6.Increased confidence and self-esteem of individuals enabling them to access the curriculum more effectively	Disadvantaged children are able to access lesson content with increasing independence and success Strong understanding of disadvantaged children's strengths and needs mean that teachers teach effectively
7.Improve the quality of teaching for disadvantaged children	Teaching of disadvantaged children is frequently outstanding Quality teaching results in disadvantaged children making at least the same progress as their non-disadvantaged peers and achieving the same achievement standards as non-disadvantaged pupils

8.Clear analysis of results for disadvantaged children, tracking of progress ensuring targeted support is effective	Disadvantaged children monitored as discreet group as part of pupil progress meetings and are included in monitoring processes
9.Improve social experiences and provide enrichment opportunities	Improved self-esteem and confidence for disadvantaged pupils Ensure children have any barriers removed to involvement in extra-curricular experiences

## 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: £14,905.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching through effective deployment of teaching assistants to increase the number of Pupil Premium children achieving the expected standard or higher based on prior attainment	Using additional adults in class in core subject lessons enables immediate feedback to be given to disadvantaged children so that barriers can be overcome in the learning point, rather than corrected afterwards. Class teacher may work with a group of Pupil Premium children whilst a Teaching assistant supports the other children  Research base <a href="#">EEF TA Deployment</a> <a href="#">EEF Small group tuition</a>	1, 4

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

Budgeted cost: £34,728.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to ensure teacher judgments of	Evidence suggests that direct feedback on what a child needs to do next is very	1, 4

writing are accurate and children's next steps clearly identified so that more children can make more progress in writing	effective in securing progress, aligning their effort and activity with an outcome <a href="#">Feedback</a>	
Ongoing CPD to ensure phonics teaching is of the highest possible standard so that those children who are in danger of slipping back are accessing keep up activities and those who are not yet achieving where they need to be are given additional support to catch up	Through the systematic teaching of phonics and rigorous assessment of children's progress, all children are taught to decode effectively. Any children who are at risk of falling behind are included in 'keep up' sessions to prevent this. Those children who have not been able to keep up access a phonics programme tailored for their gaps <a href="#">Phonics</a>	1, 4
Implement a bespoke model of behavioural, social and emotional interventions to enable children to overcome barriers to learning	The school has successfully run a range of behaviour support interventions led by skilled staff and this will continue to help many of our disadvantaged children who require additional support to fully access the curriculum. <a href="#">Behaviour interventions</a>	3
Specialist SEND teaching Use of qualified SEND support teachers on site to deliver interventions in school	Qualified dyslexia tuition and speech and language specialists working with children <a href="#">Speech and language interventions</a> <a href="#">One to one tuition</a>	1, 5, 7

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

Budgeted cost: £46,376.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement through: Parental workshops on a range of topics, both to support learning and to address social / emotional barriers	It is well understood that the stronger the relationship between home and school, the greater the outcomes for children. <a href="#">Parental engagement</a>	1, 2, 3, 4

Minimising absence and lateness for disadvantaged children		
Extending opportunities to attend after school clubs and activities for disadvantaged children through carefully choosing clubs that will help address needs or gaps for that child	<p>Research shows that extending the school day has a positive impact on progress. Whilst clubs offered are mostly not directly academic, they do give the opportunity for targeted children to build positive relationships with children and adults outside of the classroom setting as well we build confidence and new skills</p> <p><a href="#">Extending school time</a></p>	3
Continue the work in place to improve attendance for disadvantaged children	<p>For children to learn, they need to be in school. Children with broken or poor attendance are less able to keep up with the learning of their peers and are in danger of not making expected progress. As a school, we have in place robust procedures to improve attendance which means that our attendance has been above the national figure for the last 2 years. These processes continue to be developed and rigorously delivered to keep our attendance high.</p> <p><a href="#">Improving attendance</a></p>	2
Build cultural capital to address children's gaps in experiences through experiences such as trips and partners	<p>Evidence shows that positive wellbeing and participation will ensure understanding and learning is meaningful with key life skills explored within the local community.</p>	9

**Total budgeted cost: £96,010.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*See separate document - pupil premium strategy 2022-2025 Year 3 review*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Enrichment Club – after school club	PK Sports & Vicars Cross Dynamos

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Bespoke interventions to address gaps in learning on entry to Reception class
<b>The impact of that spending on service pupil premium eligible pupils</b>
Pupil in receipt of funding made accelerated progress in the areas identified and achieved a Good Level of Development at the end of the year.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*