



Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Hunts Cross Primary School
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	98 27.3%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs. N. Ware
Pupil premium lead	Miss. L. Moore
Governor / Trustee lead	Ms. S. Crease

Pupil premium funding allocation this academic year	£148,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(£0)



Statement of Intent

We aim to ensure that every child at Hunts Cross Primary School is excited about learning and determined to succeed. We aim to ensure that each child follows our school motto of *'Together Everyone Achieves More'* and that each child adheres to the whole school values. It is important that children feel confident and secure within our school setting. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

The aims of the school

- Uphold our school values of respect, honesty, self-belief, determination, passion, teamwork, equality and excellence.
- Enable all children to achieve their full academic potential.
- Aim to enable all children to develop their wider abilities.
- Be an improving school, continually committed to raising standards.
- Be an inclusive school, providing a positive can-do approach to learning.
- Encourage all members of the community to care for the environment.
- Promote equality of opportunity for all.
- Promote spiritual, moral, social and cultural development of the children.
- Ensure that all children have the tools to enable them to develop and maintain a healthy lifestyle and become informed, responsible citizens.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged - amount per pupil £1,515.
- Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Children's progress is also closely monitored during half termly pupil progress meetings.



Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- providing small group work with an experienced teacher focused on overcoming gaps in learning;
- TA support in lessons and target intervention;
- additional teaching and learning opportunities provided by teachers, TAs or external agencies;
- additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc;
- Providing Breakfast Club/After school Provision

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Continue to improve Reading and Comprehension skills across school.
3	SEMH barriers. 26% of SEND have SEMH difficulties.
4	Attendance and Punctuality issues. Reducing PA.
5	Basic number skills and fluency. MTC results need to improve



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: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ready Steady Write (£1,200)</p> <p>Training (£4000)</p>	<p>Ready Steady Write is comprehensive and evidence-based. It provides a sequenced, ambitious curriculum, that places quality literature at its core. The units have been carefully mapped out to match the entire statutory curriculum for writing.</p> <p>our Highlights for Schools: Research-Informed Approach: teaching sequence of Immerse, Analyse, Plan, Write helps children understand the writing process, providing a clear footprint of learning in their books.</p> <ul style="list-style-type: none"> • Tailored Support: Resources and guidance for the lowest 20%, SEND, and EAL learners ensure every child can access and thrive. • Time-Saving Resources: A comprehensive suite of interactive materials reduces planning time, allowing teachers to focus on teaching! • School-Wide Impact: extensive support for leaders and teachers guarantees consistency in teaching and progression across all year groups. 	<p>1/2/3/4</p>



Quality First Teaching SIL Training (£4,800)	Early indications are positive and there is clear evidence that the project is having a positive impact and supporting further development of inclusive practice. Each school setting is bringing value, taking on board training, researching specific elements of practice and benefitting from the wider support available through the project. EEF Social and Emotional Learning EEF Behaviour Interventions	1/2/3/4/5
Mastery Numbers Maths Hub Years 3 -5 Staff CPD (£1200)	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 5. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. KS2 focus on multiplication and fluency to enable automaticity.	1/2/5

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

Budgeted cost: £111,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition (£3625)	The National Tutoring Programme (NTP) provides eligible state- funded schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. Local authorities also receive funding for looked after children (LACs) and children they have placed in independent special schools (ISSs). This is in accordance with section 14 of the Education Act 2002.	1/2/3/4/5
Intervention Maths, Reading, Phonics T.A Tutoring (£29,000)	Research suggests that targeted interventions matched to specific students with particular academic needs or behavioural issues can be effective. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EEF Small group tuition	1/2/3/4/5



<p>Reading Phonic Intervention Resources (£1,450)</p>	<p>Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. EEF Phonics</p>	<p>1/2</p>
<p>Pastoral Lead (£31,056)</p>	<p>This approach has been highly positive for pupils who have faced Adverse Childhood experiences. Primary focus will be on building positive relationships with peers. School uses a specific individual counsellor whose work has positively impacted on pupils. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF Social and emotional learning</p>	<p>1/3/4</p>
<p>Year 6 SATs Revision Books (£215) & Homework club. Year 2 (£270)</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. EEF Homework</p>	<p>1/2/3/5</p>
<p>Attendance EWO Service Level Agreement (£1,888)</p>	<p>Attendance levels for some Disadvantaged pupils are below other. Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. EEF Working with Parents to Support Children's Learning</p>	<p>3/4</p>
<p>Mental Health Lead Practitioner 2 days per week. (£26,400) Additional TA 1 day a week. (£7,450) Nurture and family support. Additional TA</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Nurture UK EEF EEF Parental engagement</p>	<p>2/3/5</p>



<p>WellComm Assessment and associated interventions for EYFS and KS1. (£850) TA CPD (£500)</p>	<p>This program is an effective and efficient way of assessing early language skills and provides bespoke follow up activities. WellComm provides nurseries and schools with an immediate SLCN profile and ready-made interventions that can be used straight away. WellComm reports can be included in a referral. The Big Book of Ideas (included in each toolkit) provides a comprehensive range of 150 targeted interventions for both classroom and home, allowing you to support pupils immediately</p> <p>EEF Communication WELLCOM case studies</p>	<p>1/2</p>
<p>Reading Plus (£6,648)</p>	<p>Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Reading comprehension strategies are high impact on average + 6 months. There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p>EEF Reading Comprehension</p>	<p>1/2</p>
<p>Cracking Comprehension</p>	<p>Reading comprehension scheme that identifies gaps and measures progress.</p> <p>Reading comprehension strategies are high impact on average + 6 months. There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p>EEF Reading Comprehension</p>	<p>1/2</p>
<p>1st Class Number (£2,622)</p>	<p>In partnership with the Education Endowment Foundation (EEF) and the National Foundation for Educational Research (NFER), Edge Hill University has recruited schools to take part in an RCT of 1stClass@Number 1. 1stClass@Number 1 is a mathematics intervention developed to support children in Year 2 who are struggling with counting, number and early calculation. In previous research, the programme has been deemed promising by the EEF. This particular research project will focus on children who are in Year 2 from September 2023 and especially those in receipt of Free School Meals.</p> <p>EEF Mastery Maths EEF Small Group Tuition EEF 1st Class Number</p>	<p>1/5</p>



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

Budgeted cost: £46,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor SEMH Support Draw Talk. (£7000)</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>Draw Talk technique is a safe & easy to learn short term, time-limited therapy suitable for children (age 5+), young people & adults, who have suffered trauma or have underlying emotional difficulties. Providing a highly effective person-centred therapeutic playwork approach, this tier 1-2 intervention, takes place over the course of 12 weeks.</p> <p>EEF Mentoring EEF Individualised Instruction EEF Social and Emotional Learning</p>	<p>3/4</p>
<p>Breakfast Club Staff (£27,360)</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results.</p> <p>EEF Breakfast Club</p>	<p>2/4</p>



Whole school trips (£2,450) Minibus	Pupils need (and are entitled to) a broad, balanced and challenging curriculum. There is clear evidence (Ofsted) which include improvements to personal and social skills and academic achievement and the chance to increase understanding of subjects. e/g Enrichment/Curriculum Days, Art galleries, Museums	1/2/3/4/5
Transport (£3,200)	We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. EEF Enrichment	4
Teaching Assistants After School Club (£4,066)	Extra-curricular activities have a significant impact on the social development of children. The cost can be high, especially for low- income families. The attendance of disadvantaged pupils attending extra-curricular clubs will be tracked to ensure high levels of participation.eg sports clubs, cooking, choir etc. EEF Extra-Curricular	1/2/3/4/5
RockKidz (£814)	Anti-Bullying workshops for Primary Schools are an effective way to teach children what bullying is and how it affects those around us through singing, dancing, key messages and fun challenges. EEF Enrichment	3/4
Crucial Crew (£726)	Crucial Crew is an innovative and interactive way of delivering health and well-being messages to Year 6 children in preparation for their migration to secondary school. The event encourages model behaviour and good citizenship through active participation in a range of health and safety activities. Professionals from the combined Emergency Services and local agencies will be on hand to instruct children on matters that will teach community values and could save lives. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. EEF Enrichment	3/4
Homework Club (£0)	1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to	1/2/3/4/5



	undertake homework or revision. EEF Homework	
KS2 Choir	Local community engagement, rehearsals and performances. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF Arts	3/4
Sum Dog £410	Sumdog supports Pupil Premium pupils by increasing time on task, which the EEF identifies as a key driver of progress when pupils receive more opportunities to practise core skills. Its adaptive learning model provides work at an appropriate level of challenge, aligning with EEF guidance on scaffolding and responsive teaching. The platform gives immediate feedback, which the EEF rates as one of the highest-impact strategies for improving attainment. By enabling independent practice at home, it supports the EEF's emphasis on structured homework. The teacher dashboard provides diagnostic data, allowing targeted intervention, which the EEF highlights as essential for closing gaps.	1/3/5

Total Budgeted Cost: £169,197

Amount Of Pupil Premium & Carry Over: £0

Amount Taken From Whole School Budget: £20,727



Pupil Premium Strategy Outcomes

Aim	Outcome
Ensure all staff receive up-to-date training on effective strategies (Literacy Count) for the teaching of word reading, comprehension (including guided reading in EYFS).	<p><i>This academic year we had 15 children PP children in Year 6.</i></p> <p>9/15 SEN 60%</p> <p>3/15 PA 20%</p> <p>Across KS2, attainment is being significantly impacted by high levels of SEND and persistent absence within the Pupil Premium cohort, with SEND pupils forming the majority of those not meeting national standards and one in five PP pupils being persistently absent.</p> <p><u>EYFS GLD 2024-25</u></p> <p>74.2% overall GLD</p> <p>33.3% PP GLD (6 chd in total for cohort, 50% PA and 33% SEND)</p> <p>82% Non-PP</p> <p><u>Phonics 2024-25</u></p> <p>80% Overall</p> <p>67% PP</p>



81% Non-PP

KS2 Writing 2024-25

72% National

69.% Overall

40% PP

81% Non-PP

KS2 Reading 2024-25

75% National

69% Overall

40% PP

81% Non-PP

KS2 Maths 2024-25

74% National

60% Overall

27% PP

73% Non-PP

KS2 GPS 2024-25

73% National

62% Overall

33% PP

73% Non-PP

KS2 Combined RWM 2024-25

62% National

56% Overall

27% PP

68% Non-PP

PP attendance has remained stable at just over 90%, while non-PP continues to be stronger at over 94%.

EHCP attendance has fallen below 90%, reinforcing the need for targeted SEND and PP attendance support.



<p>Work with the Maths hub to identify the fundamental elements of the Maths curriculum that teachers need to prioritise in basic skills sessions and Maths lessons and training for staff on effective use of time to ensure coverage.</p> <p>A key focus for 2025–26 will be strengthening reasoning and application, as this has been identified as the main barrier preventing pupils, particularly PP and SEND, from reaching the expected standard.</p>	<p>Maths attainment has been maintained, particularly in KS2, but only 27% of pupils achieving were PP, half of whom were also SEND. The priority is to raise Maths outcomes for PP pupils, especially in KS1, to close gaps early.</p>
<p>Establish small group speech & language, phonics, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>Intervention groups across school showed that children who had received small group tuition made accelerated progress and more progress than their peers. Use of TA's ensured targeted interventions take place.</p>
<p>The mental health champions, wellbeing teacher and pastoral team, with guidance from the senior leadership team, will create and</p>	<p>Our Mental Health Lead Practitioner and Pastoral Lead work in group sessions and 1-1 support. Building emotional resilience in SEMH.</p>
<p>Implement a clear plan to support all disadvantaged pupil's mental health & wellbeing.</p>	<p>Rocket resilience training for year 5 / PALS training.</p>
<p>Diminish the difference between the overall percentage attendance of PP pupils and the local authority target of 97% thus enabling them better life chances and improvements in their attainment.</p>	<p>All PP children alongside SEND will continue to be a priority for improving attendance in 2025/26. <u>Attendances 09.24 - 07.25</u> PP - 90.93% Non PP - 94.33% EHCP - 89.11% SEND - 91.10% Non SEND - 93.32%</p> <p>PP PA's - 34.1% PP Non PA's - 65.9%</p>