

Pupil premium strategy statement – Hawkchurch CofE 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	40 including nursery
Proportion (%) of pupil premium eligible pupils	45% (16 children)
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 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sam Weir and Sarah Elliott-Judge
Pupil premium lead	Chris Threlfall
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17300
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>	£15570

Part A: Pupil premium strategy plan

Statement of intent

At Hawkchurch CofE Primary School, a small rural primary school, we are dedicated to ensuring that every child, regardless of their background or circumstances, has the opportunity to thrive academically, socially, and emotionally. We fully recognize the significant impact that socio-economic disadvantage can have on a child's learning and life chances. Our Pupil Premium Strategy is designed to address this, ensuring that our disadvantaged receive the support they need to achieve their full potential.

We are committed to narrowing the attainment gap between disadvantaged pupils and their peers. The Pupil Premium funding will be used strategically to enhance teaching and learning, provide tailored support, and promote well-being, aiming for lasting, positive change in the lives of our disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- Better chance – equal opportunities
- *Removal financial barriers*
- *Confidence and raising self esteem*
- *Developing resilient/independent learners*
- *Personal identity/development*
- *Raising personal and community aspirations*
- *Mitigating against high mobility factors*
- *Promoting community engagement*

Challenges

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

Challenge number	Detail of challenge
1	Pupils generally have weaker language and communication skills on entry to our Reception year.
2	Some disadvantaged pupils have multiple barriers to learning such as an additional SEND and SEMH needs.
3	Whole school barrier analysis tells us that Maths and writing outcomes for disadvantaged learners are lower than non-disadvantaged learners.
4	Attendance and persistence absence; disadvantaged pupils' attendance rate is lower than the non-PPG attendance rate, with a greater number of disadvantaged children persistently

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
Disadvantaged learners continue to make good and better progress within the whole Key Stage 2 class to close gaps, in particular maths.	Gaps in progress and/or attainment between disadvantaged learners and non disadvantaged learners are eradicated.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	Sustained high attendance demonstrated by: • The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced to less than 1%
In Year 1, disadvantaged learners make good or better progress in phonics from their starting points ensuring there is no gap with non-disadvantaged learners.	All disadvantaged learners pass the phonics screening check with a score of 36+
To ensure that disadvantaged pupils with additional barriers There will be a systematic approach to individual cases identifying any SEND or safeguarding needs. This to learning have their individual needs addressed so that they make at least expected progress from their starting points in reading, writing and maths.	There will be a systematic approach to individual cases identifying any SEND/SEMH needs. This approach will include a termly Pupil Progress Meeting and possible further intervention which could include: • Joining a specific intervention group • Adjustments made within the classroom • Individual learning plan.

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: £7783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2,3

Online learning programmes to support high quality teaching and learning: Magma Maths Math	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively this programme gives the flexibility for independent thinking and problem solving to support and secure learning taught. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning	
--	---	--

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

Budgeted cost: £3892.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and deployment of highly skilled and qualified teaching assistants.	Social and emotional learning EEF	2,4

Use of Family Support Worker	Social and emotional learning EEF	2,4
------------------------------	---	-----

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

Budgeted cost: £ 3892.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £15570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils and RAG table as in other school example

Year group	24-25 Outcome	24-25 PPG
EYFS	80%	100%
Year 1 PSC	80%	100%
Year 2 PSC retake	N/A	N/A
Year 4 MTC	22.5	20.6
Year 6 Reading	100%	100%
Year 6 Writing	100%	100%
Year 6 Maths	100%	100%
Year 6 EGPS	100%	100%
Year 6 RWM	100%	100%

Intended outcome	Success criteria	24/25
Disadvantaged learners continue to make good and better progress within the whole Key Stage 2 class to close gaps, in particular maths.	Gaps in progress and/or attainment between disadvantaged learners and non disadvantaged learners are eradicated.	
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	Sustained high attendance demonstrated by: • The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced to less than 1%	
In Year 1, disadvantaged learners make good or better progress in phonics from their starting points ensuring there is no gap with non-disadvantaged learners.	All disadvantaged learners pass the phonics screening check with a score of 36+	
To ensure that disadvantaged pupils with additional barriers There will be a systematic approach to individual cases identifying any SEND or safeguarding needs. This to learning have their individual needs addressed so that they make at least expected progress from their starting points in reading, writing and maths.	There will be a systematic approach to individual cases identifying any SEND/SEMH needs. This approach will include a termly Pupil Progress Meeting and possible further intervention which could include: • Joining a specific intervention group • Adjustments made within the classroom • Individual learning plan.	
Success criteria met	Success criteria partially met	Success criteria not yet met
Not yet started		

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
Mathletics	A3P Learning Product

Data

EYFS. Very small cohort which included an EAL child who started in June. All children 50% PP 66% +15.6 on National Figures

Year 1 Phonics- PP 100%

Year 2 Phonics- PP 100%

Year 4 MTC The average score for PP children was lower than non disadvantaged. This was due to children who were PP and joined the school in the summer term.

KS2 Reading PP 100% KS2

Maths PP 100%

KS2 Writing 100%

KS2 EGPS 100%

KS2 RWM 100%

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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.