


Pupil Premium Statement: Lead Teacher Kate Nester, Lead Governor: TBC

Total no. of Pupils in school	165	Funding per pupil	£1,515 per pupil x 24 now only 21 children
Total no or% of PP pupils	21 or 13%	PP Budget for 2025 -2026	Budget allocated from LA = £40,855 Remaining budget = £0
% of pupils who are pp YrR	5/57 or 9%	PP Serves	£0
% of pupils who are pp in Yr1	11/51 or 22%	The grant may be spent by maintained schools for: 1)The educational benefit of pupils registered at the school, or for the benefit of pupils registered at other maintained schools; and 2)On community facilities, for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality 3) The DfE website explains that it is up to schools to decide how to use the funding, as they are best placed to assess what additional provision their pupils need. 4) The DfE recommends that a three year strategy should be planned	
% of pupils who are pp Yr 2	13/58 or 22%		
% of pp pupils with -90%	7/24 or 28%		
% of pp pupils with SEND	9/24 or 38%		
% of pupils with EAL	0/ or 0%		
% of pp pupils who are also v	19/24 or 79%		
% of pp pupils with + 1 need	6/24 or 25 %		
% of pp pupils with + 2 needs	10/24 or 42%		
% of pp pupils with + 3 needs	3/24 or 13%		
Total no. of service children	0		
Total no. of previously CLA	0		

Key Principles Behind PP Funding

EEF Publication Summer 2019	The attainment gap is the most stubborn test facing schools at this time. The pupil premium grant is given to schools with the purpose of trying to close this gap. The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of school and educators. It is more than just the opportunity to be in receipt of extra funding. It should be the opportunity to ensure extra focus to the prioritising of the achievement of children from disadvantaged backgrounds. Schools should use the premium to plan and put in place additional strategies that will enable children to succeed through informed and evidence based decision making. 'For the toughest problems there are no quick fixes. But used with care and commitment the Pupil Premium is one of the best bets we have'. The challenge of implementation is that less is more. The longer the list of interventions the smaller the success as there will be too many to manage. We must also ensure that we are providing challenge for our higher attaining pupils and not just supporting the progress of those pupils working below the expected level. 'Good teaching is the most important lever that schools have to improve the outcomes of disadvantaged pupils'. The pupil premium grant can & should benefit those pupils for whom it has been identified however, it is also acceptable for it to have wider impact on all pupils across the setting. 2022-23 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.
EEF: Moving forward, making a difference 2022-23	
Sutton Trust Toolkit	The Sutton Trust's Pupil Premium Toolkit, compiled in conjunction with the Education Endowment Foundation (EEF), details the most effective ways of spending the funding, both in terms of cost and results. Based on work carried out by the University of Durham, the toolkit is an analysis of 5,500 educational studies into strategies for improving the attainment of disadvantaged pupils. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/
Hindhayes OFSTED June 2023 Overall: Good	'The safeguarding team provides exceptionally strong intervention for the most vulnerable children and families. The wider curriculum broadens pupils horizons well. Staff champion pupil's wellbeing. Teaching builds on what pupils already know. Pupils with SEND are learning well. There is enough evidence of improved performance to suggest the school could be judged outstanding in a graded inspection'.
Hindhayes OFSTED June 2024 Overall: PD: Outstanding Other areas: Good	'Pupils enjoy coming to school. The family ethos mean that pupils feel safe and cared for. Hindhayes Kindways expectations for pupil behaviour means the school is calm and orderly. Parents and carers talk openly about how the school goes out of it's way to help others. There is a high expectation that all staff know the needs of all pupils. The school's provision for personal development is exceptional'.

Barriers/Challenges to Future Attainment 2025-26
In – school barriers (issues to be addressed in school)

1.	79% or almost all of the pupils have an additional need as well as being pupil premium. This is a constant and consistent pattern e.g. 83% in 2022-23, 70% in 2023-24, 84% in 2024-25. This means that the school are trying to close more than just a life difference and experience gap. The background behind pupil premium funding has not been changed since it was first
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	introduced. Does it now need to more accurately reflect the expectation for schools to work with pupils with so many life and learning differences and get them to be able to achieve in line with their peers?
2.	38% of the pupil group continue to be supported for special educational needs. This has broadly in line with the last two academic years e.g. 30% in 2023-24 and 40% in 2024-25.
3.	79% or the vast majority of this pupil group are also experiencing emotional or social needs due to vulnerability. This increased from 41% in 2021-22, 50% in 2022-23 66% in 2023-24 and 80% in 2024-25. This percentage has been on the incline over the last four years. This could be due to the economic crisis and ongoing challenges for families linked to overcrowding, family breakdowns, parental mental health and COVID.
4.	28% of pupils have attendance under 90%, this is in line with 2024-25, when 28% of pupils had attendance under 90%.
5.	At this time we are continuing to struggle with the high level of need across the cohorts e.g. number of children with EHCPs, ASC Pathway needs, learning and cognition barriers, toileting trauma, medical needs who require the ongoing high level support of the team. With only 4 hours a week of PFSA support, families are now predominantly supported by SLT.
6.	The impact of COVID 19 on this group of pupils continues to be seen. Organisations and researchers have noted that COVID 19 has had its biggest impact on children who are vulnerable and those who are in Key Stage 1. We have noted a drop in our results and we hope that through the continued commitment of the whole school we can work tirelessly to support this group of pupils and the needs that arise within their families

2022-23: We must remember the EEF documentation: 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.

2022-23: We must also note the information from the recommended pupil premium strategy statement framework: 'We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID 19 makes it difficult to interpret why the results are as they are. You should compare your school's disadvantaged pupil's performance data to local and national averages with caution.'

We believe this information is still relevant to our cohort for 2024-25.

Intended Outcomes 2025-26

In – school barriers (issues to be addressed in school)

	Outcome	Success Criteria
1.	All Hindhayes pupils including those in receipt of pupil premium funding acquire a sound phonic knowledge by the end of Key Stage 1 through the coherence/credibility strand of our whole school curriculum offer	• HH pupils achieve the phonics screening in line with their national peers • Those HH pupils who do not pass the phonics screening in Year 1 pass it in a rescreen by the end of Year 2 • HH pupils are confident readers • HH pupils are confident writers • HH pupils are well supported through an ambitious and rigorous, systematic and synthetic phonics program which has been validated by the DfE e.g. Soundwrite • HH pupils are supported by robust tracking and monitoring to ensure that children make progress from their starting points
2.	All Hindhayes pupils including those in receipt of pupil premium funding have access to books that aid them to want to be life long readers through the community strand of our whole school curriculum offer	• HH pupils have high quality books within their classrooms • HH pupils are motivated readers who enjoy reading • HH pupils have high quality books within their homes • HH pupils have access to a high quality, well stocked & purpose built library
3.	All Hindhayes pupils have the opportunity to have access to high quality support when required through the community strand of our whole school curriculum offer	• HH tries to respond to the emergency needs of the children within the community e.g. through a supported out of school offer
4.	The Hindhayes curriculum considers the needs of our vulnerable learners through the compassion strand of our whole school curriculum offer	• All pupils are supported by a curriculum that is compassionate to the needs of our varied and diverse community • All pupils are supported by trauma informed approaches that nurture • All pupils have access to a well embedded forest school • All pupils have a class teacher who ensures connection and a relational approach as part of their quality first teaching

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

newthings drawing
learning lego building
everything teachers
soundwrite art lunch toys
science roleplay work cars colouring
friends playing
maths

2025-26 Allocation & Impact of PP Funding

Improving the Quality of Teaching & Learning

Intervention	Cost	Completed Actions & Impact																																																				
Bookshelf reading Project Reading Comprehension +5 Sutton Trust Toolkit Parental Involvement +3 months	£500	All pupil premium pupils have been provided with six home reading books e.g. one each half term from T1-T6. This is aimed at raising motivation for reading at home, increase the variety of books that children have & share with parents the benefits of reading at home. Recent information provided about pp pupils highlighted that 1 in 8 of disadvantaged children will not have a book in their homes. We also purchase the same copy of the book for classroom book corners so that all children can enjoy the story chosen. 2026 is the year of reading in response to the drop off in children reading at home.																																																				
	Impact	Pupils and parents continue to express how much they are enjoying the books. Reading data for pupils at the end of Year 2 over the last three years shows that the % of PP pupils achieving ARE in reading is back above the national average.																																																				
	<table><tr><th colspan="5">% of Pupils Achieving ARE within reading at the end of Year 2</th></tr><tr><th rowspan="2">Year</th><th colspan="2">Pupil Premium</th><th colspan="2">All Pupils</th><th colspan="2"></th></tr><tr><th>HH (Expected)</th><th>National</th><th>HH (Expected)</th><th>National</th><th colspan="2"></th></tr><tr><td>2024 (9 pupils)</td><td>56%</td><td></td><td>74%</td><td></td><td colspan="2"></td></tr><tr><td>2025 (12 pupils)</td><td>50%</td><td></td><td>70%</td><td></td><td colspan="2"></td></tr><tr><td>2026 (9 pupils)</td><td>56%</td><td></td><td>65%</td><td></td><td colspan="2"></td></tr></table>						% of Pupils Achieving ARE within reading at the end of Year 2					Year	Pupil Premium		All Pupils				HH (Expected)	National	HH (Expected)	National			2024 (9 pupils)	56%		74%				2025 (12 pupils)	50%		70%				2026 (9 pupils)	56%		65%												
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Next Step	Autumn 2025: Continue to provide books to families as if 1 in 8 of the pp cohort for this year may not have books that will equate to 5 of our current families. July 2026: Consider future allocation of books to families																																																					
Phonics Training Phonics +4 months	£500	To date the £500 has paid towards our sounds write subscription. SOUNDS WRITE is a simple linguistic phonics program that supports the professional development of teaching and learning staff through four days of extensive training. Scripted lesson plans ensure continuity across classes and pace of learning ensuring progress.The total cost for the subscription is £700. It is an essential tool to help staff continue to drive the phonics data for pp and all our pupils.																																																				
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Evidence	Autumn term baseline data for the 2026 cohort currently shows a challenging target of 61% on track to pass. This is an increase of the % of pupils who achieved the GLD in reception summer 2025. Final data shows 57% passed with 1 child just missing (29 words pass was 21) and 1 child is registered blind (EHCP) This could have been 83% in total.																																																					
Next Step	July 26 – To continue to raise the profile of early reading in Reception to ensure that children have a good base linet to work from in Year 1. Consider how to ue the Inclusion Mainstream Fund to support te delivery of Sounds-Write intervention.																																																					
Deputy Head teacher costs Phonics +4 months	£22,522	A percentage of the pupil premium funding is allocated towards the leadership costs of the school. We are an experienced team and our staff is our biggest assest but it is also our biggest to cost. As we reduce in pupil numbers we need to find other ways to maintain the structure of the school. The DHT has many roles, but curriculum development is her main focus. Her support in ensuring a high quality offer underpinned by research and rigour is vital within the school.																																																				
	Impact	Improving phonics scores. Ongoing support and guidance for staff and parents. High quality first hand teaching in the classroom for Year 1 pupils. The school now has a culture of research and rigour. With a curriculum constantly under review and discussion.																																																				
	Evidence	Outcomes of three very successful OFSTED inspections e.g. 2017, 2023 and 2024. Visits from school SIP.																																																				
	Next Step	July 26 – manage the absence of the Headteacher during the Autumn Term and the impact of the Deputyv Head teacher being lost from the class to act in her place.																																																				

Enriching Experiences	Forest School Staffing Physical Development +2 months	£7,973 + £8,890	An experienced Forest School teacher has now been leading Forest School since 2015. Across the whole school this is fully embedded within the curriculum to provide SEMH support for pupils as well as cover the breadth of the Early Years curriculum. We have also worked hard over the last two years to consider where links to the Key Stage one outcomes can be made e.g. with Science, DT, History and Geography. Following a successful application the school was awarded the national forest school award. This was reviewed and retained in summer 2023 and again in 2024.								
	Outdoor Adventure + 4 months	Impact	% of Pupils Achieving GLD at the end of Year R								
	Social & Emotional +4 months		Year	All Pupils GLD		All Pupils CL		All Pupils PSED		All Pupils Physical D	
				HH	Nat	HH	Nat	HH	Nat	HH	Nat
			2023	41%	67%	-	-	-	83	-	85
			2024	57%	67%	75%	79	86%	82	86	86
			2025	55%	68%	78%	80	83%	78	85	92
	2026	74%		98%		96%		96%			
	Behaviour Interventions +4 months Sutton Trust Toolkit	Evidence	Observations of Kath Honeywill Forest School Leader and class teachers. No exclusions within the school for the last 9 years. Fully inclusive curriculum unerpinned by compassion.								
	Early Years Interventions +5 months Sutton Trust Toolkit	Next Step	Forest school to be used to target areas of the EYFS curriculum which are assessed at being at risk of pupils not reaching ARE e.g CL, PSED and Physicla development (gross motor and fine motor). July 26 - Manage the loss of the Forest School teacher due to the long term absence of the Head Teacher.								
EY STT self-regulation +7mths & Play based experiences +3mths											
Emergency Response	£500	SLT will provide funding to support families in the event of an emergency e.g. the need for support with childcare payments, food parcels, before and after school care.									
	Impact	Families are able to work through the holidays with the confidence that they can pay for the additional childcare that they require. Throughout the year families are identified at e.g. Christmas for care packages and hampers to help through these periods of additional expense.									
	Evidence	Parents speak about the school going above and beyond to help their children and families e.g. OFSTED 2024: ‘the school goes out of its way to help others’.									
	Next Steps	Sept 2024: Allocate funding to families as and when required throughout the academic year.									

Current research shows us that to diminish differences I the Early Years we need to use:

Communication and language approaches

Very high impact for very low cost based on moderate evidence.



+7

Early literacy approaches

Moderate impact for very low cost based on extensive evidence.



+4

Early numeracy approaches

Very high impact for very low cost based on limited evidence.



+7

Physical development approaches

High impact for very low cost based on very limited evidence.



+5

Evidence of Diminishing the Difference & Closing the Gap Over Time for the PP children between 2025-2026																																																						
Year R Summer 2026 GLD: 74% total PP children meeting a GLD is 60%	Hindhayes continues to be impacted by the occurrence of COVID. Babies born into COVID continue to start school with higher levels of parental attachment due to lack of opportunity for socailising within the wider community. Executive school readiness skills to aid independence and toileting are also an issue for children starting school. As is lateness and attendance. Hindhayes sits under the national average for GLD results. However, when tracked and anaylsed the children who do not achieve GLD have multiple barriers to achieveing e.g. low attendance, SEND, Summer born, vulnerable learners and pupil premium. SLT work to track these barriers to ensure there is a clear picture of the children and what their needs are. This is a reaccuring pattern. Moving forward into the 2025-26 academic year there have been staff, curriculum and timetabling changes. With closer monitoring from SLT and further support from the LA we hope to raise the GLD score in June 2026. GLD is significantly raised for the year 2025-2026. An increase of 19% from the preious year with 74% in total achieving a GLD.																																																					
Year 1 Summer 2026	<u>Attainment:</u> Hindhayes continues to sit under the national average for phonics. It is very difficult to work from the low GLD score at the pace required within the time we have to raise the phonics score. However over the last four years we have seen an improving picture in the % of pupils attaining the expected level. Next year 2026 – 2027 children entering year 1 will have reduced barriers to passing the phonic screening check due to more children meeting the end of year expectations in word reading. 2022: 55% 2023: 67% 2024: 60% 2025: 69% 2026: 69%																																																					
Year 2 Summer 2026	<u>Attainment:</u> <table><tr><th colspan="7">% of PP Pupils Achieving ARE at the end of Year 2 in Writing/Reading/Maths</th></tr><tr><th rowspan="2">Year</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th>HH</th><th>Nat</th><th>HH</th><th>Nat</th><th>HH</th><th>Nat</th></tr><tr><td>2023</td><td>50%</td><td>68%</td><td>58%</td><td>60%</td><td>75%</td><td>78%</td></tr><tr><td>2024</td><td>56%</td><td></td><td>56%</td><td></td><td>78%</td><td></td></tr><tr><td>2025</td><td>50%</td><td></td><td>50%</td><td></td><td>58%</td><td></td></tr><tr><td>2026</td><td>74%</td><td></td><td>55%</td><td></td><td>22%</td><td></td></tr></table> 2024: All of the children who did not pass the phonics screening in Year 1 retook this in Year 2. Almost all of the children passed the retake. The 1 child who did not had significant and complex needs and was supported by an EHCP. 2025: 3 of the PP children in Year 2 had or were working to EHCPs for high level special needs. One of these then went on to a specialist unit from Hindhayes. 1 other child had not attended Reception, only starting school in Year 1. If you take these 4 children out of the chohort it reduces it from 12 to 8 and raises the PP end of year data for Year 2 to Reading 75%, Writing 75% and 88% 2026: Maths has been identified by the maths lead teacher (Sarah Simmonds) as an area for support for next year. This support will be focused on EYFS and also on the strand of Oracy that is underpinning our curriculum offer.						% of PP Pupils Achieving ARE at the end of Year 2 in Writing/Reading/Maths							Year	Reading		Writing		Maths		HH	Nat	HH	Nat	HH	Nat	2023	50%	68%	58%	60%	75%	78%	2024	56%		56%		78%		2025	50%		50%		58%		2026	74%		55%		22%	
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Attendance	At the end of 2024-25 academic year, 22% had attendance under 90% At the end of 2025-26 academic year, 23% haad attendance under 90%																																																					

Current research shows us that to improve Key Stage one literacy we need to:

1  Develop pupils' speaking and listening skills and wider understanding of language	2  Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills	3  Effectively implement a systematic phonics programme	4  Teach pupils to use strategies for developing and monitoring their reading comprehension	5  Teach pupils to use strategies for planning and monitoring their writing	6  Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling	7  Use high quality information about pupils' current capabilities to select the best next steps for teaching	8  Use high quality structured interventions to help pupils who are struggling with their literacy
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