

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Huntington Community Primary School
Number of pupils in school	355 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	8.2% (29 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (3-year plan) 2025-2026 (current year)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D. Rose
Pupil premium lead	L Nicholson
Governor lead	A Robinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,910
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,910

### Huntington Community Primary School Pupil Premium Strategy

- Ultimate objectives for disadvantaged pupils
  - Close the attainment gap between disadvantaged pupils and their peers so every pupil achieves in line with their potential in reading, writing, maths and the wider curriculum.
  - Ensure disadvantaged pupils (including those with SEND) make expected progress and, where gaps exist, secure progress so they catch up.
  - Improve disadvantaged pupils' attendance, readiness to learn and social, emotional and mental health so they can access high-quality teaching consistently.
  - Ensure disadvantaged pupils access the full life of the school (enrichment, leadership council roles, trips) and leave Huntington with the skills, knowledge and cultural capital needed to thrive.
- How this strategy works towards those objectives
  - We adopt the DfE / EEF three-tier Menu of Approaches: prioritise high-quality teaching (Tier 1), provide timely, well-targeted academic support (Tier 2), and fund wider strategies to remove non-academic barriers (Tier 3).
  - Decisions are evidence-led (drawing primarily on Education Endowment Foundation guidance and DfE requirements) and tailored to the school's context: 2FE in Cheshire, 8% pupil premium cohort, high proportion of disadvantaged pupils with SEND (notably a large overlap: 70% of PP pupils have identified SEND). The EEF SEND guidance highlights the need to prioritise high-quality inclusive classroom practice alongside carefully selected targeted interventions for pupils with SEND [EEF: Special Educational Needs in Mainstream Schools](#).
  - Our approach emphasises: (a) quality first teaching; (b) diagnostic assessment and targeted small-group/1:1 support; (c) orally-focused language work and structured writing approaches; (d) evidence-based use of teaching assistants; (e) SEL and attendance work to remove barriers to access. See EEF toolkits on oral language, writing/literacy and SEL [EEF: Oral language interventions](#), [EEF: Social and emotional learning](#).
  - Resource allocation (Pupil Premium funding) will be informed by a needs analysis and the EEF/DfE evidence base; interventions will be costed, implemented effectively and reviewed regularly.
- Key principles of the strategy
  - Inclusive by design: high-quality classroom teaching is the first and most important step for all pupils, especially those with SEND [EEF SEND guidance](#).
  - Use the tiered model (High-quality teaching; Targeted academic support; Wider strategies) as required by DfE [DfE: Menu of approaches](#).
  - Diagnose precisely (assess → plan → do → review) so interventions match pupil need and do not unnecessarily remove pupils from core teaching [EEF SEND guidance](#).
  - Staff development is key: invest in CPD, coaching and deployment of skilled staff [DfE / EEF guidance on high-quality teaching and professional development](#).
  - Parental engagement, attendance work and SEL are integral because non-academic barriers are major drivers of attainment gaps.

## Challenges

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

Challenge number	Detail of challenge
1.	Some PP pupils experience social/emotional difficulties which hinder access to the curriculum.
2.	High overlap of disadvantage and SEND: 67% of the school's disadvantaged pupils have identified SEND; many PP pupils therefore require differentiated, scaffolded approaches and specialist planning to access curriculum [EEF: SEND guidance]. ( <a href="#">EEF: SEND guidance</a> )
3.	Writing attainment and progress are weaker than expected across the disadvantaged cohort (school analysis identifies writing as a priority). Research and trial programmes show whole-school, text-rich and structured mastery approaches can improve writing outcomes in primary phases [EEF: Writing projects / Primary literacy guidance]. ( <a href="#">EEF: Writing Roots trial</a> )
4.	Attendance and punctuality rates for a small number of pupils eligible for PP are well below the average for the group, reducing their access to the curriculum and to the support in place for them.
5.	Frequent behaviour difficulties within a small group of children.
6.	Weak oral language, vocabulary and communication for some disadvantaged pupils — undermines reading comprehension, writing and classroom participation. Oral language interventions show large average effects, especially for disadvantaged pupils.

## 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
PP pupils experiencing social/emotional difficulties will be supported such that the impact of their difficulties is minimised and their resilience increased.	Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently with and without the support of a teaching assistant.
Pupils eligible for PP and also on the SEN register will make good progress.	These pupils will be on track for at least their FFT 50 Benchmark estimate in Reading, Writing and Maths, and will register progress in Standardised Scores and other assessment measures over the year.

Raise disadvantaged pupils' writing attainment and progress	By end of year: targeted disadvantaged groups increase average writing attainment and internal progress measures show accelerated progress compared with prior year baseline. There will be evidence of increased writing stamina and composition skills. ( <a href="#">EEF: Writing trials &amp; primary guidance</a> )
Increased attendance and punctuality rates for the small number of pupils eligible for PP whose attendance does not meet the school expectation.	Attendance for these pupils to increase to above 90%. Lateness and attendance for disadvantaged pupils is minimised through effective tracking and parental engagement.
Improve behaviour so pupils can engage with learning.	Reduced incidents recorded; improved wellbeing and engagement measures (staff/pupil surveys); targeted pupils show fewer behaviour escalations. ( <a href="#">EEF: SEL and Improving Behaviour guidance</a> ; <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF-Improving-Behaviour-in-Schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF-Improving-Behaviour-in-Schools.pdf</a> )
Improve oral language and vocabulary for targeted disadvantaged pupils.	Baseline → end-of-intervention measures show measurable gains in spoken vocabulary, listening comprehension and reading comprehension for targeted pupils; improvements tracked in phonics and reading assessments. ( <a href="#">EEF: Oral language interventions</a> )

#### Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 2078**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children receive high quality teaching and learning through a mastery curriculum and are challenged appropriately within the curriculum.  New and current staff will attend appropriate CPD to enable this to be facilitated.	<b>EEF Toolkit – Mastery Learning +5</b>  Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1, 2, 3, 6

Staff across all year groups are attending Ensuring Effective Writing Moderation, throughout 2025/6 and following new writing framework.		
Ensure that practical learning takes place in order to embed knowledge. This will include Forest School activities and outdoor learning for various areas of the curriculum. The use of concrete resources and manipulatives is also important to support key understanding.	<b>EEF Toolkit – Metacognition and Self-regulation +7</b> There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies within the Forest School situation could therefore encourage such pupils to practise and use these skills more frequently in the future, within other areas of the curriculum.	1, 2, 4, 6
Whole-school continued CPD focus upon explicit instruction, scaffolding, Rosenshine principles, structured talk and vocabulary teaching.	EEF guidance emphasises high-quality teaching as the most powerful lever and recommends explicit instruction, scaffolding and metacognition; DfE Pupil Premium guidance requires focusing on high-quality teaching within the Menu of Approaches. ( <a href="#">EEF: Metacognition &amp; explicit instruction summary</a> — oral language toolkit references explicit talk approaches; <a href="#">DfE: Using pupil premium guidance</a> )	2,3,6
Curriculum maps with vocabulary progression, planned oracy routines and targeted talk opportunities in every year group (link to new framework)	EEF highlights oral language and dialogic talk as high-impact, low-cost: oral language interventions average +6 months. Oracy linked to reading/writing improvements. ( <a href="#">EEF: Oral language interventions</a> ; <a href="#">Voice21 guidance on oracy</a> )	3,6

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

Budgeted cost: **£41, 907**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs continue to deliver <b><i>Pathways to Progress</i></b> . Targeted pupils will be chosen to undertake this intervention which focuses on basic writing skills (based upon the class text).	<b>EEF Toolkit – Teaching Assistant Interventions +4</b> Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.	2,3,6
<b>Pre- reading</b> sessions linked to <i>Pathways to Read</i> .	<b>EEF Toolkit – Reading Comprehension Strategies +6</b>	2, 3, 6

TAs will be allocated to PP pupils for support during the WGR session. They will also ensure that a pre-read is included before the session, with the main aim being to expose disadvantaged children to high quality vocabulary and develop reading comprehension skills.	Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	
Two PP teaching assistants employed to specifically <b>support PP pupils</b> during morning sessions in Year 1,2, 3, 4, 5 and 6 (targeting English – in particular reading skills, Maths and other needs as required).	<b>EEF Toolkit – Within Class Attainment Grouping +2</b> Within-class attainment grouping means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge.	2,3, 6
PP teaching assistant employed to specifically support PP pupils during afternoon <b>targeted intervention</b> sessions in Year 1, 2, 3,4 and 5. These interventions include memory skills, reading skills Power of Two and <i>Colourful Semantics (and others dependant on the needs of the pupils)</i> .	<b>EEF Toolkit – Teaching Assistant Interventions +4</b> Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	2, 3, 6
Teaching Assistants to deliver Rapid Catch Up-Little Wandle (KS2) and Keep-up sessions EYFS and KS1	<b>EEF Toolkit – Teaching Assistant Interventions +4</b> Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	2,3,6
Structured oral language groups (targeted small groups / 1:1) for pupils with low oral language — delivered by trained staff/TA following an evidence-based protocol.	EEF toolkit: Oral language interventions show high impact for low cost (+6 months), particularly effective when linked to curriculum. ( <a href="#">EEF: Oral language interventions</a> )	3,6

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

Budgeted cost: **£6,398**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular monitoring of attendance and punctuality of identified pupils. Following this, we will engage positively with parents and offer incentives to encourage regular and punctual attendance.</p> <p><i>*Addition- PP Lead will track attendance weekly and communicate directly with parents regarding absence whenever a monitored pupil is not present in school.</i></p>	<p><b>EEF Toolkit- Parental Engagement +4</b></p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1, 4, 5</p>
<p>Emotional Literacy Support Assistant (ELSA) to continue (and increase due to possible issues related to lockdown and impact on mental health) to deliver sessions for pupil groups.</p>	<p><b>EEF Toolkit- Social and Emotional Learning +4</b></p> <p>Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	<p>1, 2,4, 5</p>
<p>Financial support provided for residential and educational visits, instrumental tuition, paid-for clubs and uniform</p>	<p><b>EEF Toolkit – Arts Participation +3</b></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>1, 4, 5</p>

**Total budgeted cost: £50,383**

Part B: Review of outcomes in the previous academic year

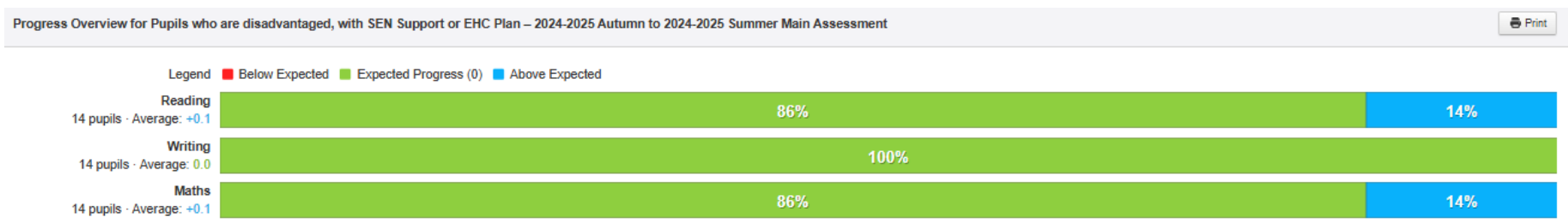
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

1.

Pupils eligible for PP and also on the SEN register will make good progress.

Of the 18 pupils who are SEND and Disadvantaged all have made expected progress or better. *Only 14 pupils’ data is applied due to four joining the school part way through the year.*



2. Increased attendance rates for the small number of pupils eligible for PP whose attendance does not meet the school expectation.

During the year 2024-25, 23.1% of disadvantaged pupils had less than 89% attendance (this was an improvement on the previous year). The added element to a strand of the wider strategies \*, will remain.

Year	2021-22	2022-23	2023-24	2024-25
% pupils with less than 89% attendance	37.2%	32.6%	30.7%	23.1%

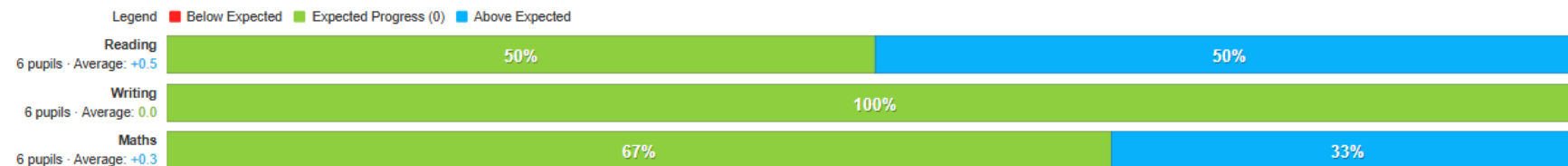
3. Progress in Reading, Writing and Maths - Achieve national average progress scores in KS2 assessments

Progress (progress data, compared to National from IDSR currently indicative of 2022/2023)

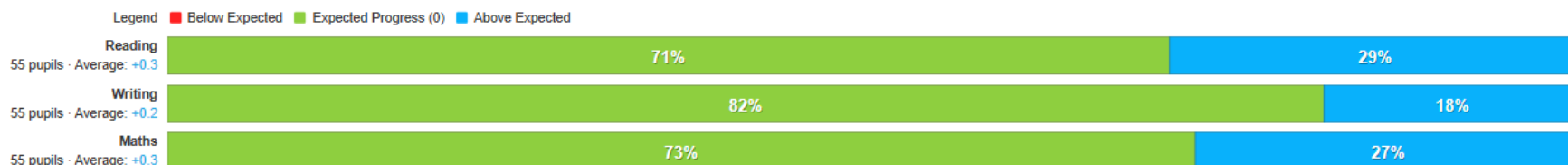
Internal Data shows a better progress performance from disadvantaged compared to the general cohort.



Progress Overview for Pupils in Year 6, who are disadvantaged – 2024-2025 Autumn to 2024-2025 Summer Main Assessment



Progress Overview for Pupils in Year 6 – 2024-2025 Autumn to 2024-2025 Summer Main Assessment



**Reading Attainment** – National average for Disadvantaged is 71.8% (gap of 3.16%) – 0.8% lag

Attainment Overview for Pupils who are disadvantaged, in Year 6 - 2024-2025 Summer - Main Assessment



**Writing Attainment** – National average for Disadvantaged is 68.8% (gap of 3.16%) – 68.8% lag (area for improvement)

Attainment Overview for Pupils who are disadvantaged, in Year 6 - 2024-2025 Summer - Main Assessment



**Maths Attainment** – National average for Disadvantaged is 70.8% (gap of 3.16%) – 27.8% lag

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Targeted Support

Barriers to learning were identified for each child on the Pupil Premium register, along with current and previous attainment. This enabled us to provide each pupil with an intervention programme tailored specifically to their needs. All interventions began with the collection of baseline data and the majority of pupils made at least small steps of progress. Daily phonics intervention was very successful, with all pupils improving on the Rapid Catch up and Keep up interventions, moving onto, at least, the next phase.

Pre-reading, prior to the reading skills session, proved very effective, with TAs and teachers noting increased participation during the Whole Class Guided Session. Pupils also stated that they felt more confident and felt happier understanding more of the vocabulary before starting the Reading Skills session.

Improvements in reading attainment were clear early on and maintained through the year.

#### 4. PP pupils experiencing social/emotional difficulties will be supported such that the impact of their difficulties is minimised and their resilience increased.

ELSA support has been effective in supporting students, particularly through the ongoing issues related to COVID-19 lockdown and its implication on SEMH. The number of children requiring this support has increased. Pupils and parents are very positive regarding the support offered and the impact on well-being and academic success. According to pupil voice, other measures have also played a positive role in well-being for these pupils. These include a well-being dog and My Happy Mind.

#### 5. Parents will engage and communicate effectively with school staff.

Following communication with parents, Chromebooks were provided to some PP students to facilitate homework. Parents of disadvantaged pupils were encouraged to contact class teachers via the class email. However, the majority preferred a phone call, which staff accommodated as requested. For the year 2025/26, the PP lead will make contact with those parents more often and ensure that all invitations to school are personally delivered.