

Hindon CE VA Primary School

Pupil Premium Strategy Statement

2023 - 2026

This statement details our school's use of pupil 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
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Watkins (IHT)
Pupil premium lead	Simon Watkins
Governor lead	Rachel Ryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13635
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£13635

Part A: Pupil premium strategy plan

Statement of intent

We are proud to be a vibrant village school with a strong sense of community and a welcoming family feel. Rooted in traditional values and guided by high expectations, we nurture and inspire every child to reach their full potential. Our aim is to ignite a lifelong passion for learning, empowering our pupils to become confident, creative, and aspirational individuals who are well-prepared for the future.

Our school ethos is founded on the Christian values of **FRIENDSHIP, COURAGE, PEACE, JUSTICE, COMPASSION** and **HOPE**. These values underpin everything we do, creating a culture where people are valued for their 'uniqueness'. This means that as individuals and as a community, we are able to flourish and live life in all its fullness.

At Hindon Primary School, all pupils, irrespective of their background or the challenges they face, are entitled to make good progress and achieve high attainment across all subject areas. Our Pupil Premium Strategy focuses on supporting disadvantaged learners to achieve this goal, including those who are already high attainers. We are ambitious for our disadvantaged pupils and prioritise funding on evidence-based strategies that make a meaningful difference to the lives of those who experience disadvantage.

We intend that all children, regardless of family circumstances or barriers to learning, acquire the knowledge, skills and desire to achieve future success and personal wellbeing. Our strategic plan supports the implementation of our broad and balanced curriculum, which has been designed to provide cultural capital for our disadvantaged pupils. This ensures they experience enrichment opportunities they might not otherwise have, creating equal opportunities for all.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. We maximise the use of Pupil Premium Grant (PPG) through a long-term strategy that is fully aligned to our School Development Plan (SDP). This enables us to implement short, medium and long-term interventions that effectively coordinate the use of Pupil Premium funding with wider school improvement strategies, ensuring maximum impact on pupil outcomes.

We build our practice around the following principles:

Principles	School Practice
Whole school ethos of attainment for all	We foster an ethos of aspiration and achievement for all pupils, recognising and celebrating each child's unique strengths, needs and potential. We are committed to understanding and addressing the individual barriers that pupils may face, ensuring every child has the support they need to thrive and succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

High quality teaching for all	Emphasise and deliver high quality inclusive teaching and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting the individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next steps in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our teachers to work with pupils who need the most support and deploy teaching assistants effectively to support pupils' learning.
Impact driven and responsive to evidence	Effectively use data and other evidence, to identify pupils' learning needs, review progress regularly and underperformance quickly. Have manageable Feedback & Marking Policy which provide clear feedback for pupils. Use evidence to make decisions about support strategies.

Challenges

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

Challenge number	Detail of challenge
1	Low and inconsistent attendance and lack of parental engagement for several pupils eligible for Pupil Premium causes learning sequences to be interrupted.
2	The lack of cultural capital evidenced by some disadvantaged pupils across the school resulting in limited oracy development, vocabulary gaps and a lack of the everyday contextual underpinning needed to access learning.
3	The social, emotional and mental health well-being of some pupils is low which can affect their ability to focus, be ready to learn or be resilient.
4	Disadvantaged learners have limited access to participate in extra-curricular activities, which can lead to them missing out on valuable educational experiences that would enhance their learning and future opportunities.

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
To improve attendance for disadvantaged learners by reducing persistent absence for these pupils through early identification of barriers, targeted family engagement, and personalised support that address individual challenges.	By the end of July 2026, Persistent Absence for Disadvantaged Learners will have been reduced from the previous year.
To improve oral language skills and vocabulary among disadvantaged pupils through systematic vocabulary teaching, targeted interventions, and enhanced opportunities for rich talk across the curriculum.	By the end of July 2026, disadvantaged pupils will demonstrate measurable improvements in oral language skills, evidenced by formal assessments, book scrutinies and lesson observations. In addition, ongoing formative assessment and pupil voice interviews reveal increased confidence in speaking and understanding of new vocabulary
To improve the mental and physical wellbeing of disadvantaged pupils through a whole-school approach including targeted pastoral support (ELSA), actively engaging outside agencies and embed the relational behavioural policy to enable pupils to self-regulate.	By the end of July 2026, disadvantaged pupils will demonstrate measurable improvements in attendance, behavioural incidents and demonstrate age-appropriate self-regulation skills.
To increase participation of disadvantaged pupils in extra-curricular activities by removing financial and practical barriers to access, so that disadvantaged pupils have equal opportunities to develop their interests, build relationships, and experience a strong sense of belonging within the school community.	By the end of July 2026, all disadvantaged pupils will: <ul style="list-style-type: none"> • attend all of the educational visits available to them • attend at least one extra-curricular activity • have been able to access supplementary learning opportunities • have been chosen for at least one leadership role or have represented the school in a sporting event

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- £10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Supporting continuous and sustained professional development to ensure high quality teaching standards across the school. Collaboratively creating a teaching and learning policy based on evidence informed practice that we believe best suits our pupils in mixed-age classrooms.	Working collaboratively with the Nadder Hub to embed high quality CPD for all teaching staff and working together as leaders. Embed mentoring and coaching approaches with all teaching staff to encourage reflective practice. Regular assessment provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	2
A TA in each classroom to specifically support Pupil Premium pupils who need scaffolded support to achieve Age Related academic attainment and to make progress from individual starting points.	Evidence from EEF suggests that TAs in the classroom should be used to add value to what the teacher is doing, not replace them or remain with individuals or groups of pupils in place of QFT. TAs are effective when they support pupils to become independent learners and scaffold steps to success.	2 & 3
Explicit vocabulary teaching using our key vocabulary lists for each subject.	Evidence from EEF suggests that pupils' vocabulary can be enriched and extended by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. A vocabulary rich curriculum can support reading and writing and language development for the most vulnerable pupils.	2
Continued use of the DfE validated 'Little Wandle' Phonics scheme, resources and CPD for teachers and class TAs	The DfE believes that high quality phonics teaching improves literacy levels and gives children a solid base upon which to build as they progress through school, as well as helping children to develop the habit of reading widely for both pleasure and for informative purposes.	2

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

Budgeted Cost- £935

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Supporting attendance through regular monitoring of attendance and punctuality for disadvantaged learners. Attendance data shared with parents each seasonal term. Reminders in newsletters about the importance of attendance. Clear Attendance Policy shared with parents. Attendance support meetings when required.	Track individual pupil attendance patterns alongside their academic progress. Targeted interventions - Working with families to understand and address barriers to attendance. supporting pupils' social, emotional and behavioural needs. communicating with and supporting parents/carers	1
Intervention: Teaching Partners (TPs) and teachers providing effective additional support and intervention following consistent and rigorous assessment across the curriculum to ensure accurate, prompt and impactful interventions.	Gaps in learning identified through robust assessment systems, discussed in pupil progress/SEND meetings. There's strong evidence showing the impact that high quality interventions alongside high quality teaching in classrooms can have on the outcomes of struggling students Regular and consistent use of TPs in classrooms ensures that staff can support pupils within the classroom, on a 1:1 basis and or in small groups for intervention programmes. Pre/post teaching of lesson content.	2 & 3

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

Budgeted Cost- £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clothing inc Sport Clothing, Uniform Wellingtons, Rain Suits/Coats	Supports wellbeing and Mental Health, by providing pupils with the resources they need to access the curriculum in line with their peers, making them feel valued and equal and underpinning access to Cultural Capital advantages.	4
Access to enrichment activities including after school clubs,. School trips, Swimming and curriculum enrichment. Tracking pupil premium participation.	Access to enrichment opportunities improves and supports pupil's wellbeing, mental health and engagement with school. By providing pupils with the resources they need to access the curriculum in line with their peers, making them feel valued and equal and underpinning access to Cultural Capital advantages. Supporting lifelong aspiration, health and wellbeing. Clubs provided free of charge or heavily subsidised for specific children to ensure they can be included and have access. Individuals supported with cost of residential trip to develop personal, social and emotional skills, build confidence and access wider aspects of the PE curriculum. Research has found that cultural enrichment, amongst other approaches, had a positive impact for the most academically able disadvantaged pupils.	4 & 3
Forest School to support Wellbeing	Small group counselling intervention to support wellbeing and improve pupil's Mental health, social and emotional needs.	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

- 10 of the school's 55 pupils, are classified as disadvantaged, this is 18.2% of the cohort.
- This is 14.8% lower than the national average of 33.0%.
- In 2024-2025, £16,960 of the budget of our school was for disadvantaged funding.
- It is important to note that although 18.2% of pupils on roll class as disadvantaged learners, the numbers of pupil premium children in each year group are very small and therefore statistical outcomes are not meaningful.

Attainment:

EYFS GLD

Pupil Premium - 1

0% meet the expected standard in GLD

Year 1:

Pupil Premium – 4

75% pass in Phonics Screening Check

End of KS2

Pupil Premium - 2

50% maths expected standard

50% reading expected standard

50% writing expected standard

Attendance:

The school's Disadvantaged cohort of 10 have an **Overall Absence** of **5.9%**.

This is **1.7%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

The **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 2.1%** from +3.8% in 2023/24, to +1.7% in 2024/25.

10.0% (1/10) of the school's Disadvantaged cohort are **persistently absent**

This is **0.3%** lower than the **national Non-Disadvantaged** cohort at **10.3%**.

The Disadvantaged cohort's **persistent absence** has **decreased by 40.0%** from 50.0% in 2023/24, to 10.0% in 2024/25.

0.0% (0/10) of the school's Disadvantaged cohort are **severely persistently absent**.

Catch-up programmes and targeted intervention has demonstrated progress for disadvantaged learners with the widening gap from this period closing to bring outcomes back to status quo pre pandemic.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental

health were significant for some disadvantaged pupils. We used pupil premium funding to provide wellbeing and targeted interventions where required for specific families.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The SEN and PP Governors reported in Autumn 2024 that their monitoring evidence suggested that PP pupils achieve well and are happy at school. A focus on vocabulary is reported to be having a positive effect on improving pupils' verbal communication skills.

Key vocabulary is systematically embedded in pupils' books as a scaffold for learning, and pupil voice discussions demonstrate that disadvantaged pupils can articulate their understanding of curriculum content and progression.

Targeted phonics interventions have enabled disadvantaged pupils in small groups to make rapid progress in decoding, with regular assessment demonstrating accelerated catch-up towards age-related expectations.

Our Forest School counselling/Mental health support provision has been praised by a parent who states that her son's anxieties have been soothed by this support session.

Seeking Charity support funds for private dyslexia assessments for low income PP pupils has been reported by families to have helped their child succeed at Secondary School and has improved their child's life chances alongside their peers.

PP/MAT pupils have accessed additional academic courses at Braeside at a subsidised cost and these courses have been praised by parents as providing excellent curriculum enrichment opportunities and supporting pupils who have lacked academic confidence.

The school has continued to support PP pupils have access enrichment experiences that they might not have been able to access due to limited funds. This includes outside clothing and the funding of swimming, a residential trip, school visits and extra -curricular activities such as Art and ICT experiences.

This economic support has had a positive effect on pupil success and provided access to cultural capital and parents have expressed their gratitude for the additional support during these economically difficult times.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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White Rose Maths Scheme	White Rose Maths
Little Wandle	Little Wandle Letters and Sounds has been developed by Wandle and Little Sutton English Hubs