

Pupil premium strategy statement 2025-2026 – Hinguar 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	258
Proportion (%) of pupil premium eligible pupils	15% (38) F (18) M (20)
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)	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Waite Headteacher
Pupil premium lead	Mrs Attard SENCO / Deputy head
Governor / Trustee lead	Mrs Hollidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,640
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>	£71,640

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in attainment in pupils with PP in writing
2	Pupil premium children need to develop skills for communication across the curriculum
3	We have an increasing number of PP pupils whose attendance has decreased, and they are refusing to come to school. Parents have been asking for support with this.
4	EYFS pupils' baseline shows gaps in the pupils with SEND / PP is highest in number and speaking.

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 decrease the GAP between PP and Non-PP children in writing.	Booster groups and interventions are carried out and there is a high expectation set for the pupils. The gap between PP and Non-PP children has diminished.
To develop Oracy skills	Using the total communication approach and Makaton to support development of oracy skills.
To develop strategies to support children who struggle to attend school	The introduction of the EBSA approach (Emotional Based School Avoidance) across the school.
To further develop the SEND/PP provision in EYFS, focussing on speaking and Number	All PP and SEND children are challenged so the GAP is diminished using the following: To implement the ShREC approach to promote high quality interactions/communication between EYFS practitioners and children

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: £ 19,008.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust tracking of specific groups within school through termly Pupil Progress meetings with the class teacher and SLT, looking specifically at writing	Improved data on Children's progress at Key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can (National Improvement Framework, pages 16 & 17) MindTheGapDataAnalysis.doc (live.com)	1
CPD for LSAs for delivery of the Total Communication approach and Makaton	On average, oral language approaches have a high impact on pupil outcomes (6 months additional progress) Oral language intervention – EEF (educationendowmentfoundation.org.uk)	2
Whole school training on EBSA	EBSA children are spending more time in school	3
EYFS training on ShREC approach	Evidence of quality interactions taking place	4

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

Budgeted cost: £ 19,049.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
More visuals and Makaton being used	Children feel confident using visuals to help them to communicate	2,4
Targeted Phonics groups in Rec, Y1 and Y2 every day. Children grouped according to ability and then assessed regularly using Read, Write Inc assessments.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1
Teachers and LSA's trained and using Oracy skills across the curriculum	Targeted groups of children set up and monitored. Core subject leads to give training on oracy skills in their subjects and give ideas and resources to help teachers develop this across the curriculum. Question of the week to be introduced in assembly and children to discuss this and use their oracy skills to give a full answer. MindTheGapDataAnalysis.doc (live.com)	2
EBSA support plans in place	Focused monitoring of EBSA pupils to make sure they are increasing their time.	3

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

Budgeted cost: £ 33,582.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison officer providing a range of support and workshops for targeted parents.	Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)	2,3
Worry Box system in place for Y1-6 to give pupils the appropriate avenue for discussing any worries they have.	Social and Emotional Learning has a positive impact on children's wellbeing which in turn impacts their learning (4 months' additional progress) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
DHT/SENCO to organise regular 'Parent Support' coffee mornings.	Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)	2

<p>Subsidise experiences for PP children- bikeability, trips, workshops after school clubs etc.</p>	<p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum (3 months additional progress) Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Small positive impact of physical activity (1 month) on academic attainment, as well as some evidence to show that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Counselling service offered for parents and children who need the support.</p>	<p>Parental engagement has a positive impact (4 months' additional progress) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

Total budgeted cost: £ 71,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To decrease the gap in attainment in pupils with PP in Reading

The gap decreased significantly in reading. In the autumn term the gap was as follows:

Below – 29% gap

Just Below – 12% gap Non-PP higher

Expected – 7% gap

Above – 2%

Results at the end of the Summer term:

Below – 9% gap

Just below – 2% gap

Expected – 10% gap

Above – 10%

The gap did increase for Expected and Above, however the number of pupil premium pupils rose from 30 – 41 children for expected and 0-7 children for above.

The attendance for pupil premium children in Reception, year 3 and year 5 are below 87%. Year 3 also has the highest percentage of lates for the Autumn Term

By the end of the year Reception pupil premium attendance was up to 95.6% and year 5 went up to 90.8%. Year 3 ended the year with 80.7%. However, we are still working closely with the pupils and parents to improve this.

EYFS pupils' baseline shows gaps in the pupils with Pupil premium in communication and language, personal, social and emotional development and physical development.

By the end of the summer term all EYFS scored 100% in expected for Communication and language, Personal, social and emotional and physical development.

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
Bexley Toolkit	Bexley
The Write Stuff	Jane Considine
When the adult changes	Relational training

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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.