

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	Hodge Hill Primary School
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	270 pupils (43.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024; 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	A.Schofield (HT)
Pupil premium lead	A.Mills (DHT)
Governor / Trustee lead	M.Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£484 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 484 000

Part A: Pupil premium strategy plan

Statement of intent

At Hodge Hill, we believe every pupil deserves the opportunity to thrive, regardless of background or challenges. Our goal is for all pupils to make strong progress and achieve high standards across every subject. The Pupil Premium strategy is central to this vision, ensuring disadvantaged pupils, including those already achieving highly, receive the support they need to excel.

High-quality teaching remains the foundation of our approach. By focusing on areas where disadvantaged pupils need the most support, we close attainment gaps while benefiting all learners. Our work is guided by robust assessment and a commitment to respond to individual needs, never assumptions.

To achieve this, we will:

- Challenge and support disadvantaged pupils through ambitious, well-structured learning.
- Act early with timely interventions when needs are identified.
- Adopt a whole-school approach, where every colleague takes responsibility for outcomes and holds high expectations for all pupils.

This approach reflects our shared values of ethics, respect, professionalism, and collaboration. Together, we create an inclusive, child-centred environment where every pupil, and every member of staff, can flourish.

We recognise that some children need support to reach their potential through having targeted support for their social, emotional and behaviour needs therefore we use the funding for our Speech and Language Therapist. We recognise that some of our families are affected by the cost-of-living crisis therefore we use the funding for our Breakfast Club, which also improves school attendance.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, although this gap is narrowing year-on-year.
2	Internal assessments indicate that attainment among disadvantaged pupils in Y1–Y5 sit 6–7pp behind the whole cohort.
3	Assessments indicate disadvantaged pupils in some year groups struggle more with phonics than peers, hindering their reading development.
4	Our disadvantaged children have weaker oral language and communication skills particularly in Early Years and KS1.
5	Disadvantaged pupils have lower levels of school readiness when compared to their peers, upon entry to school.
6	Pupil voice and teacher observations indicate that many children from disadvantaged families have lower resilience and increased social and emotional concerns.

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
Increased attendance rates for Pupil Premium Pupils, closing the gap with their non-disadvantaged peers.	Pupil Premium children who access breakfast club provision, targeted for poor attendance and punctuality, show an increase in attendance. Attendance Officer and Attendance Lead SARMS show increase in targeted Pupil Premium children's attendance.
Improved attainment for disadvantaged pupils across the school.	KS2 SATS outcomes and school internal outcomes in 2025/26 show that disadvantaged pupils perform in line with their non-disadvantaged peers at the expected standard and moving closer to national non-disadvantaged.
Improved reading attainment among disadvantaged pupils.	KS2 outcomes and school internal outcomes in 2025/26 show that disadvantaged pupils perform in line with school non-disadvantaged pupils at the expected standard and moving closer to national non-disadvantaged.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increase GLD for Pupil Premium children	Disadvantaged pupils achieve a Good Level of Development at similar rates to non-disadvantaged pupils and moving closer to national non-disadvantaged.
Reduced SEMH concerns raised by Pupil Premium children	Pupil and parent voice and teacher observations evidence improved resilience, engagement in learning and self-efficacy.

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: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and Pobble assessment training.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 3 4</p>
<p>Purchase and consistent application of Little Wandle, DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 3 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund access to Maths Hub resources, Maths Lead support and CPD (including Teaching for Mastery training and Mastery Mathematics for SEND).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2. pdf (publish- ing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2 4 5 6</p>

Funding release time for EYFS lead for Early Excellence Training, 2 x teachers for NPQSEND training.	The Early Excellence support and NPQSEND has been designed to develop and support leaders in ensuring they have the skills, confidence and knowledge to drive successful team performance and improved classroom practice.	2 3 4 5 6
Middle Leaders will be coached by DHT, HT and Exec Head to improve quality of planning and teaching and develop their domain specific knowledge as leaders.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF report: Effective Professional Development	2 5
School to invest CPD and release time to allow leaders to embed Oracy across the curriculum. This is facilitated by the Head Teacher, who has worked with Voice21 and Oracy Cambridge across the country.	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 Toolkit Strand Education Endowment Foundation EEF	2 4 5 6

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

Budgeted cost: £340,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics, reading, writing and maths sessions targeted at disadvantaged pupils who require further support. This will be delivered by DHT and AHTs.	Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 3 4 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. This is to focus on all years groups from Reception -Year 6	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3 5
One-to-one speech and language therapy (SALT) and use of Wellcomm intervention across all classes (YR – Y6) - targeted at disadvantaged pupils who require further support.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 4 5

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>This will be supported by regular reviews and guidance from <i>Inclusive Attendance</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Whole staff training on CPI Positive handling, Trauma School UK TIAAS, Zones of Regulation and Emotion Coaching.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF are currently researching into positive impact of TIAAS programmes (pilot results due 2026)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot?</p>	2 3 6
<p>Specific pastoral interventions matching individual pupil needs e.g. nurture groups, friendship groups, skills groups, self-esteem and confidence.</p> <p>This is to enable pupils to engage fully with academic instruction.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2 3 6

Total budgeted cost: £ 484,000

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 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data demonstrated that disadvantaged pupils achieved well in phonics in key stage one, outscoring their non-disadvantaged peers. This trend continued into key stage two, where disadvantaged pupils outscored non-disadvantaged pupils in Reading and Maths (-1pp gap in Writing). Attainment in key stage two is in line or above disadvantaged pupils locally and nationally in most areas but there remains a significant gap to national non-disadvantaged pupils and this will remain a focus area to target in 2025-2026. EYFS GLD data for disadvantaged pupils is lower than non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that absence rates for disadvantaged pupils and non-disadvantaged pupils in school was a -0.7pp gap in 2024-25, but that the PA gap in the same year was -6.8pp. are now smaller than national gaps. School disadvantaged absence data was 0.2pp higher than national data, but school PA data was -7.2pp when compared to national figures. Behaviour and wellbeing outcomes are very positive across school and parent and pupil surveys also reflect this. Some pupils voices of disadvantaged pupils share low resilience in learning and limited self-efficacy.

Based on all the information above, the performance of our disadvantaged pupils met expectations in 2024-2025, and we are at present on course to achieve the outcomes we set out to achieve by 2025-26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that school has been mostly effective in ensuring pupils have access to a full and broad curriculum. This has led to improved outcomes for disadvantaged pupils and school will focus on further improved outcomes in 2025-2026. School has also been effective in increasing rates of attendance and will continue to implement strategies to improve this further with a particular emphasis on lower rates of persistent absence amongst disadvantaged pupils.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy for this year, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, and the EEF toolkit to identify the best bets to improve outcomes for our disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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
Little Wandle	Wandle Learning Trust/Little Sutton EH
Mastering Number	NCETM – Maths Hub
KIVA antibullying programme	University of Turku
Wellcomm Speech and Language Toolkit	GL Assessment
Mastery Mathematics for SEND	The Maths Hub