



Pupil Premium Strategy Statement 2025-2026

Old Hutton CE Primary School

This statement details our school's use of pupil premium and recovery 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 | Old Hutton CE Primary School |
| Number of pupils in school | 80 pupils (September 25) |
| Proportion (%) of pupil premium eligible pupils | 13.33% (September 25) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2028 |
| Statement authorised by | Nick Turley |
| Pupil premium lead | Charlotte Harrison |
| Governor / Trustee lead | Nicola Hills SEND Governor |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £1515 x 3 = £4545 £2630 x 3 = £7890 Total = £12435 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £12435 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Old Hutton CE Primary School is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations of pupils and school families, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <u>Progress in English and Maths</u> Through data analysis, observation and discussion with school staff we have identified that our disadvantaged pupils are not making the expected level of progress in English and Maths when compared to other pupils. |
| 2 | <u>Music Provision</u> Through discussion with pupils, parents and the wider school community we have identified that our disadvantaged pupils were not accessing extra instrumental music provision. |
| 3 | <u>Phonics Knowledge</u> Some of our disadvantaged pupils have not made expected progress in their phonics. Gaps in phonics knowledge have been identified through data analysis and classroom observation. |
| 4 | <u>Lack of Fluency and Comprehension in Reading</u> Disadvantaged pupils in Key Stage Two have been identified as a group who have gaps in their reading skillset. Reading fluency and comprehension are areas that need further development. |
| 5 | <u>Trips and Wrap Around Care</u> Disadvantaged pupils not accessing after school clubs and breakfast and after school wrap around care. Ensuring residential visits are financially viable. |

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 |
|---|---|
| Improved reading, writing and maths attainment among disadvantaged pupils | KS2 reading, writing and maths outcomes show that our disadvantaged pupils are making good progress from their starting point and achieve (at least) the expected standard. |
| Improved phonics attainment and progress among disadvantaged pupils | Our pupils achieve the expected standard in the phonics screener assessment. The pupils continue to build on their phonics and spelling understanding as they progress through school. Attainment and progress will be measureable through data analysis. |
| To achieve and sustain higher levels of pupil engagement in after school clubs, wrap around care and residential visits | A greater percentage of disadvantaged pupils to attend after school clubs and wrap around care provision (if required). All disadvantaged pupils to attend residential visits. |
| Increased participation in wider curricula music provision | All disadvantaged pupils have the opportunity to and are actively encouraged to take part in extra curricula music tuition. |

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

Budgeted cost: £4,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchasing a range of new reading resources across all classes. This will allow for whole class guided reading and small intervention group reads. | <p>EEF research on improving Literacy across Key Stage 2 has recently been released. To allow school to act on the recommendations outlined by the report, we need to audit or current book offering and purchase a range of new texts. Doing this will allow pupils to access age appropriate high quality books.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 3 |
| Purchasing Little Wandle phonics scheme and providing training to staff on the new provision | <p>After extensive research school has purchased a new phonics scheme. Little Wandle has been accredited by the DfE in 2021. This new scheme will ensure our disadvantaged pupils make rapid and sustained progress in phonics. The scheme also comes with a bespoke training package.</p> <p>Update – The PP funding will continue to be used to improve phonics outcomes for disadvantaged pupils. The funding has been used to invest in the rapid catch up scheme and release staff for quality CPD sessions.</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 4 |

Targeted academic support

Budgeted cost: £4,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide teacher and STA hours for targeted 1-1/small group English and Maths interventions for disadvantaged pupils to aid catch up towards age related expectations | <p>There is a strong evidence base that targeted small group and 1 to 1 interventions help pupils to make rapid and sustained progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> | 1,3 |

Wider strategies – Wellbeing

Budgeted cost: £3,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Providing one to one private music tuition for each disadvantaged pupil | <p>Evidence states that there is intrinsic value in teaching pupils creative and performance skills. Learning an instrument improves a pupil's level of perseverance and sense of wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 2 |
| Ensuring disadvantaged pupils access wrap around care, after school clubs and residential visits by subsidising costs | <p>We offer a broad and balanced range of after school clubs. Attending these clubs will improve a child's social skills as they will be working with children from across different classes. Attending a sports club will directly impact on a child's physical and mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Ensuring our disadvantaged pupils attend our outdoor adventurous activity residential visits is vitally important. Taking part in outdoor learning helps to improve a child's self-efficacy, motivation and teamwork. There is some evidence that states it improves a child's academic outcomes.</p> | 5 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | |
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Total budgeted cost: £16,785

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.

During the 2024 to 2025 academic year, pupil premium pupils at Old Hutton CE Primary School made good progress in both English and Maths. Despite this positive progress, many pupils are still working below the expected standard for their age. This highlights the ongoing need for targeted support to close the attainment gap.

A significant portion of the pupil premium funding was dedicated to improving reading outcomes. We invested in purchasing additional books to enrich our reading spine, alongside providing daily reading support sessions. As a result, pupil premium pupils made, on average, one year of progress when formally assessed. This progress is encouraging and demonstrates the effectiveness of focused reading interventions.

In addition to academic support, pupil premium funding was also allocated to enhance our outdoor adventure curriculum. This includes enriching experiences such as sessions on Lake Windermere, climbing Blencathra and Helvellyn. These outdoor adventures play a critical role in supporting our pupils' wellbeing, fostering resilience, confidence and a strong sense of belonging. Such experiences are vital in promoting positive mental health and holistic development, which underpin pupils' ability to engage fully and succeed in their learning.