

# Pupil premium strategy statement – Hook CE 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	185
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carla Yewman, Deputy Headteacher
Pupil premium lead	Carla Yewman, Deputy Headteacher
Governor / Trustee lead	Gillian Leetham, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£35195

## Part A: Pupil premium strategy plan

### Statement of intent

At Hook Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Teachers and school staff have high expectations of all pupils and strive to support them in achieving their full potential.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, and we are committed to meeting their pastoral, social and academic needs in our supportive school environment.

Our key principles at the heart of our approach are:

- High-quality teaching and learning opportunities which meet the needs of all pupils.
- An understanding of the context and experiences of our families and how this can impact life for our children.
- Appropriate provision to meet the individual needs of disadvantaged pupils: pastorally, socially and academically.
- An understanding that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis to identify priority classes, groups or individuals and in doing so will give the best possible chance of achieving national expectations.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Termly tracking indicates that 43% of disadvantaged pupils are reading below age-related expectations. On entry to Reception class in the last 3 years, on average 56% of our disadvantaged pupils arrived below age-related expectations

	compared to 26% of other pupils. This gap narrows but remains significant to the end of KS2.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Termly tracking indicates that 60% of disadvantaged pupils are working at below age-related expectations in maths.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges at home and lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for pastoral support remain relatively high. 68% of disadvantaged pupils currently require additional pastoral support with social and emotional needs.
4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This also includes lateness. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 will show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 will show that more than 70% of disadvantaged pupils met the expected standard.
To sustain improved wellbeing for all our pupils in school, particularly our disadvantaged pupils.	Pupil voice, observations and extra-curricular club data will show: <ul style="list-style-type: none"> <li>- All pupils are supported with their social and emotional needs by a specialist member of staff. Pupils know there's an opportunity to talk about their wellbeing when needed.</li> <li>- Relationships with families remain strong to enable staff to identify pupils who may need additional support with social and emotional</li> </ul>

	<p>needs, perhaps as a result of challenges at home.</p> <ul style="list-style-type: none"> <li>- More pupils will participate enrichment opportunities. Some clubs will be held on a lunchtime so that all pupils can access enrichment opportunities.</li> <li>- Pupils will be provided with opportunities to improve their cultural capital.</li> </ul>
To achieve and sustain improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>· The overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>· Reduced late attendance to school.</li> </ul>

## 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: £ 7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted CPD for KS2 staff on developing reading fluency, delivered via the English Hub, to strengthen high-quality reading instruction across Key Stage 2.	<p>The EEF's <i>Improving Literacy in KS2</i> guidance emphasises developing fluent reading as a core recommendation, highlighting the need for fluency practice such as repeated reading, modelled prosody and oral reading approaches.</p> <p>The HFL <i>Reading Fluency Project</i> demonstrates strong evidence of accelerated progress using fluency strategies such as echo reading, text marking and performance reading.</p> <p>Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths</p>	1

	<p>by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers (Professor Becky Francis, Chief Executive, Education Endowment Foundation)</p>	
<p>Deliver CPD on early language development for EYFS and KS1 staff to improve classroom interactions and the explicit teaching of vocabulary, communication and language.</p>	<p>EEF's <i>Improving Literacy in KS1</i> stresses high-quality adult-child interactions, explicit vocabulary teaching and structured language development as key levers for progress.</p> <p>EEF Early Years Evidence Store identifies communication &amp; language approaches as high impact (+7 months), supporting explicit and implicit strategies.</p> <p>Ofsted's <i>Strong Foundations in the Early Years and KS1</i> report highlights early language as a critical determinant of long-term attainment and disproportionately impactful for disadvantaged pupils.</p>	1
<p>Implement whole-school training to improve the teaching of writing, with a focus on strengthening transcription skills (handwriting and spelling) and embedding consistent use of dictated sentences.</p>	<p>EEF emphasises transcription fluency in KS1 writing: if handwriting and spelling require excessive cognitive load, writing quality suffers; dictation helps embed phonics and transcription skills.</p> <p>Dictation shown to improve spelling, handwriting, executive function and sentence construction.</p> <p>Ofsted's <i>Writing Framework</i> stresses fluent transcription and automaticity as foundations for composition.</p>	1
<p>Enable the maths lead to participate in ongoing Maths Hub professional development to enhance staff subject knowledge and pupils' mathematical fluency across the school.</p>	<p>EEF Early Maths Evidence Store supports approaches such as promoting fluency with numbers, mathematical language and problem-solving as high-impact foundations.</p> <p>Maths Hubs' <i>Mastering Number</i> programme is currently undergoing EEF trialling with promising prior evidence of improved number sense and fluency</p>	2

Provide staff training in positive handling and de-escalation strategies to improve behaviour management and support a safe and supportive learning environment.	De-escalation strategies help to maintain peace and prevent violence. The course also teaches staff how to hold pupils until they can hold their own emotions, and by doing so prevent them harming themselves or others.	3
Offer school-wide training in restorative practice to embed consistent approaches to building relationships, resolving conflict, and improving behaviour and wellbeing.	Restorative practice reduces suspensions, improves relationships, and strengthens school culture when embedded school-wide.  Learning Policy Institute research demonstrates improved belonging, reduced exclusionary discipline and better behaviour outcomes.  Ofsted has positively recognised restorative approaches in several school inspections where culture shifted.	3
Train staff through the School Yoga Project to develop classroom wellbeing strategies that improve pupils' emotional regulation and support readiness to learn.  Provide staff training in sensory breaks and active classroom strategies to enhance pupil focus, self-regulation and engagement in learning.	Systematic reviews find active breaks improve classroom behaviour, attention, executive function and physical activity while reducing sedentary behaviour.  Sensory-based intervention models show positive impacts on pupil self-regulation and on-task behaviour, particularly for pupils with sensory processing differences.	3

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

Budgeted cost: £ 21700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase staffing capacity to deliver structured phonics and reading fluency interventions aligned with the school's SSP to accelerate progress for	Little Wandle makes recommendations of daily phonics catch up sessions to address specific needs and reduce gaps.	1

pupils who need additional support.	EEF highlights structured interventions, including small-group or 1:1 phonics, as effective for struggling readers.	
Increase staffing capacity for structured maths interventions to provide targeted small-group or 1:1 support for pupils working below age-related expectations.	Pre-learning and providing extra practice of concepts and strategies learnt in lessons helps build confidence and understanding, bridging the academic gap between pupils.	2
Purchase and continue to implement NFER standardised assessments to support accurate termly diagnostic assessment in reading, SPaG and maths, enabling needs-led intervention planning.	Standardised testing can give insights into how children can interpret, retain and use previously gained knowledge. It will show gaps that need to be addressed and support the need for further intervention.	1, 2
Purchase and implement a research-based spelling scheme (Pathways to Spell) for KS2, to ensure a consistent, systematic and evidence-informed approach to teaching spelling.	Pathways to Spell is a research-based spelling programme that strengthens the core skills disadvantaged pupils often find hardest, including phonemic, orthographic and morphological knowledge. Its structured Review–Explain–Practise–Apply–Reflect cycle ensures regular revisiting of key content, helping Pupil Premium pupils retain and apply spelling patterns more securely. The multi-sensory and strategy-rich approach boosts confidence and accuracy, reducing cognitive load so disadvantaged learners can focus more on writing content. Research also shows that teaching word structure improves spelling and supports transfer to unfamiliar words, helping Pupil Premium pupils broaden vocabulary and access the curriculum more independently.	1
Fund access to the Doodle learning platform to provide targeted, personalised home learning in core subjects, reinforcing classroom teaching and supporting identified learning gaps.	Apps that support personalised practice outside school align with EEF findings that increasing quality and quantity of practice (especially retrieval and spaced practice) can strengthen learning – particularly when targeted to need.	1, 2
Enhance parent engagement in reading, including trained parent readers supporting small groups, to increase reading practice, model reading behaviours and promote a love of reading.	EEF evidence shows parental engagement approaches can improve learning by +4 months, particularly where parents model reading and enjoyment.  Reading aloud by adults supports language development and fluency	1, 3

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

Budgeted cost: £6415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 pastoral and SEMH support for vulnerable pupils, including those eligible for Pupil Premium, to address social, emotional and behavioural needs that act as barriers to learning.	Pastoral care supports the physical, mental, emotional and social wellbeing of pupils and can help pupils achieve academically and personally.	3
Provide additional pastoral support capacity to work directly with disadvantaged families, addressing barriers such as routine, organisation, health needs and home circumstances that impact attendance.	The DfE's statutory Working Together to Improve Attendance framework emphasises a <i>support-first ethos</i> , stating that for families with complex needs, attendance improves when schools and families receive holistic support that addresses multiple barriers, beyond simple monitoring or escalation.	3, 4
Deliver specialist yoga sessions through the School Yoga Project to strengthen pupils' emotional regulation, wellbeing and readiness for learning.	Yoga-based wellness programmes improve emotion regulation, reduce stress and improve attention. It can have an impact on academic performance and classroom behaviour.	3
Utilise Trust-based high-needs panel support to ensure appropriate SEMH provision and specialist guidance for pupils with complex needs.	Research shows trauma-informed and targeted SEMH approaches reduce behaviour incidents and improve engagement.	3
Provide access to NHS mental health team input for targeted emotional and mental health support.	Mental health interventions delivered by trained professionals show improvements in emotional regulation, coping and school functioning.	3
Subsidise or fully fund educational visits and residential to ensure disadvantaged pupils have equitable access to cultural capital and enrichment experiences.	Ofsted highlights cultural capital as essential; experiences beyond the classroom support vocabulary, schema-building and engagement. (Ofsted EIF framework aligns with this; although not directly cited in search, this is widely acknowledged in Ofsted documentation.)	3



**Total budgeted cost: £ 35195**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over the 2024/25 academic year, outcomes continued to reflect the strength of our teaching and well-designed curriculum, with many pupils achieving well across subjects. Although the small size of the disadvantaged cohort means percentages can fluctuate considerably, the data highlights clear opportunities to further enhance the support we provide. At the end of Key Stage 2, 42.9% of disadvantaged pupils met the expected standard in Reading, 28.6% in Writing, 42.9% in Maths, and 28.6% achieved the combined measure. While these outcomes sit below those of their non-disadvantaged peers, they reinforce our commitment to strengthening targeted provision so that disadvantaged pupils can continue to make strong progress, particularly in reading, writing and maths.

A similar pattern was seen in Key Stage 1 and EYFS, where very small disadvantaged cohorts (sometimes as low as one pupil) mean percentages fluctuate significantly. Year 1 Phonics outcomes remained strong overall, and three out of the four disadvantaged pupils who completed the PSC are also on the SEND register - two of these passed the check, demonstrating the strong impact of targeted early reading intervention. We also note the steady progress made by disadvantaged pupils in Key Stage 1 who are also on the SEND register. Although these pupils have not yet met the expected standard, they are making strong gains from their individual starting points. They continue to benefit from carefully targeted support, including ongoing pastoral input, which is helping to strengthen their readiness to learn and supporting their broader development. EYFS GLD data reflected a similar pattern. While the numbers are too small to draw firm statistical conclusions, they reinforce the need to continue strengthening early intervention.

Across the school, a range of strategies had positive impact. Work on reading fluency - including decodable books for pupils aged 7+, fluency-bridging texts and a strong read-aloud spine - supported improved engagement and outcomes overall, though further work is needed to ensure that disadvantaged pupils benefit equally. In maths, mastery approaches and the use of manipulatives supported progress, particularly for non-disadvantaged pupils, and disadvantaged pupils will benefit from further structured pre-teaching and fluency development. Continued use of NFER assessments enabled teachers to identify gaps early and to adjust teaching accordingly, supported by targeted before-school intervention sessions.

Attendance continued to be closely monitored. Collection and drop-off arrangements for identified disadvantaged pupils had a positive impact on well-being and engagement, though term-time holidays remain an ongoing challenge. Pastoral support continued to play a crucial role, with more families seeking support throughout the year. Strong home-school relationships enabled early identification of issues and contributed to improved well-being and safeguarding outcomes.

Overall, while the outcomes for disadvantaged pupils highlight continued challenges, the targeted strategies in place are having clear positive effects, and the school remains firmly committed to ensuring that all pupils - especially those facing the greatest barriers - receive the support, stability and opportunities they need to thrive.

