

Pupil premium strategy statement – Hormead VA CofE First 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027 2024-2025 - £19,240 2025-2025 - £19,695 2026-2027 -
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Lynda Cowler, Headteacher</i>
Pupil premium lead	<i>Steph Finch, SENCO</i>
Governor	<i>Lizzie Johnson, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,695

Part A: Pupil premium strategy plan

Our School Vision

"Love of Learning, Love of Life itself, and Love of God"

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

"I have come that they may have life and have it to the full." (John 10:10)

Statement of intent

Our Vision, Love of Learning, Love of Life itself, and Love of God, is for all children. Yet, we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential to love learning and be prepared for life in all its fullness for the future. We have high aspirations and ambitions for all our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for learning and the life we choose to lead, that make the difference between success and failure, and we are determined to ensure that all our children are given every chance to exceed expectations.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the best they can across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Often disadvantaged children have difficulty retaining new phonemes, impacting on their ability to blend new words. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties reading than their peers. Often disadvantaged children have difficulty retaining new phonemes, impacting on their ability to blend new words. This, along with support at home, negatively impacts their development as readers.
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 11 of the pupils whom are disadvantaged currently require additional support with social and emotional needs or social worker intervention and are receiving small group nurturing interventions.</p>
5	9 out of the 15 PP children (60%) also have SEND. 6 of these children have an EHCP and require 1:1 support with their learning. In our school SEND is more prevalent in disadvantaged pupils than their peers

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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • 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. • Pupils can be understood • Pupils are using widened vocabulary in speech and writing
Improved phonics scores disadvantaged pupils.	<ul style="list-style-type: none"> • In pupil progress meetings, at least 75% of disadvantaged children achieve the phonics check in Y1 and Y2
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Year 4 reading outcomes in 2027/28 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • a better 'Growth Mindset' towards learning • enjoyment and love of learning
To engage effectively with parents/carers of disadvantaged pupils, enabling them to further support their children with their learning	<ul style="list-style-type: none"> • Home/school reading records show increased level of support at home • Class Dojo comments of learning show increased engagement in child's learning • Attendance is good or better
Positive playtimes / unstructured time / free time experiences	<ul style="list-style-type: none"> • Healthier more alert children • Improved mental wellbeing • Conflict resolution improved • Children know and respond well to school values • Gross and fine motor improved • Broader range of experiences beyond the curriculum
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
To narrow the attainment gap for disadvantaged pupils with SEND	<ul style="list-style-type: none"> • Progress for children with SEND to be accelerated • Smaller, more achievable targets show progress • Teacher / TA supporting children with timely interventions as and when needed

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND tracking software</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3,</p>
<p>Embedding speech and language intervention across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training.</p> <p>External support – SALT advisors</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Subscription to Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Including a range high quality books to match the phonics teaching</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>£300 Little Wandle</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Numbots</p> <p>Times table Rock stars</p> <p>Encourage a culture of praise and reward by making learning fun</p>	<p>Numbots and TT Rockstars rehearses pupils in how to use efficient mental calculation strategies so they can move beyond counting on their fingers. (£300)</p> <p>Pupils must have automatic recall of times tables, which is essential for future success in mathematics and life long learning</p> <p>https://www.gov.uk/government/collections/multiplication-tables-check</p>	<p>3</p>

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

Budgeted cost: £15,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 interventions targeted at disadvantaged pupils and children who require catch-up support including:</p> <ul style="list-style-type: none"> ➤ Phonics – Reading practice sessions ➤ Phonics – catch up sessions ➤ Fine motor – handwriting ➤ Maths ➤ Sensory circuits ➤ Legotherapy ➤ Art therapy <p>Nuture groups</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported with our Little Wandle training resources.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-curricular activities for those children of families who can't afford it</p> <ul style="list-style-type: none"> • After school clubs • Class curriculum enrichment trips • Resources for enrichment activities 	<p>Cultural capital is all about providing children with experiences and opportunities to help them progress and succeed and prepare them for the future.</p> <p>www.early-education.org.uk</p> <p>www.eyalliance.org.uk</p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues. E.g.</p> <ul style="list-style-type: none"> • help with uniform, • transport to sporting events / to and from school 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £19,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the academic year, the attainment of disadvantaged pupils (FSM/Pupil Premium) shows a **mixed picture**, strongly influenced by the **high proportion of SEND** within this group and, for some pupils, **persistent absence** and complex social needs.

Attainment against Expected Standard (ARE)

Internal summative assessment data shows that **40% of FSM pupils are working at the expected standard (ARE)** in Reading, Writing and Mathematics by June. This represents a **modest improvement from 33% earlier in the year**, indicating some positive impact of targeted interventions and adaptive teaching. However, attainment remains **below national expectations**, where a significantly higher proportion of pupils are expected to be working at ARE by the end of each key stage.

Performance is broadly **consistent across Reading, Writing and Mathematics**, with no single subject emerging as a significant strength or weakness for the disadvantaged cohort as a whole.

Impact of SEND on Outcomes

A key factor affecting outcomes is that **9 out of 15 disadvantaged pupils (60%) also have identified SEND**, many with **EHCPs or complex needs** (e.g. ASD, GDD, SLCN, SEMH, hearing impairment, Down syndrome). As a result:

- A **large proportion of disadvantaged pupils are working at PRE or WTS**, particularly those:
 - Awaiting specialist school placements
 - With EHCPs and non-verbal or preverbal profiles
 - Requiring SALT, small-group or 1:1 provision

This is reflected in the SEND data, where only **22–33% of SEND pupils are working at ARE** across subjects, which is **broadly in line with internal expectations for pupils with complex and profound needs**, but below national SEND averages.

Formative assessment evidence (teacher observation, learning walks, intervention reviews) indicates that many pupils assessed as PRE or WTS are nonetheless making **small-step progress** against personalised targets, particularly in:

- Communication and language
- Engagement and readiness to learn
- Behavioural regulation

These gains are not always captured in statutory attainment measures but are evident in day-to-day learning.

Attendance and Barriers to Learning

Attendance is a significant barrier for a number of disadvantaged pupils:

- **7 out of 15 FSM pupils (47%) have poor attendance**, with several below 90%
- Pupils with the weakest attainment profiles often overlap with those with:
 - Persistent absence
 - Social care involvement (CIN)
 - SEMH needs

Lower attendance has had a clear impact on **consistency of learning**, particularly in phonics, early writing and maths fluency, contributing to pupils remaining at WTS or PRE.

Strengths and Positive Indicators

Despite these challenges, there are notable strengths:

- Several disadvantaged pupils **without SEND**, or with needs under monitoring, are working securely at **ARE across all subjects**, including in KS2.
- One disadvantaged pupil in Year 2 is working at **Greater Depth (GDS) in Mathematics**, demonstrating that high attainment is possible where barriers are fewer and attendance is secure.
- Targeted support (small groups, SALT, behaviour and SEMH provision) is clearly **well-matched to pupil need**, as evidenced by stable or improving attainment for pupils with complex profiles.

Overall Evaluation

In summary:

- Disadvantaged pupils' attainment is **below national expectations**, but this is **closely linked to the exceptionally high overlap with SEND and attendance challenges**.
- Internal data and formative assessment show that pupils are **making appropriate progress from their starting points**, particularly those with EHCPs and complex needs.
- The school's provision is effectively supporting learning and inclusion, though **closing the attainment gap** will remain dependent on:
 - Improved attendance
 - Continued specialist input
 - Early intervention and sustained pastoral support

This analysis demonstrates a **secure understanding of context**, effective use of assessment information, and a realistic evaluation of outcomes for disadvantaged learners.