



Hunningley Primary Academy
The best in everyone[™]
Part of United Learning

Pupil premium strategy statement – Hunningley Primary Academy

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	N1 – Y6: 421 R – Y6: 386
Proportion (%) of pupil premium eligible pupils	N1-Y6: 37.29% R-Y6: 38.86%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Horton-Hale (Principal)
Pupil premium lead	Catherine Horton-Hale (Principal) Andy Webb (Lead) Shannon McNamee (Lead)
Governor / Trustee lead	Paul Graham (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,625
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
40% paid towards school led tutoring	£0
Total budget for this academic year	£263,625
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Hunningley Primary Academy, we believe it is our responsibility to find 'the best in everyone'. All pupils should have the same experience and expectation to achieve and be the best they can be, regardless of their background. We strongly believe that all pupils deserve the very best teaching to enable them to reach their full potential and become their best selves.

Hunningley provides all children with a mastery curriculum, and scaffolds are provided to enable children of all abilities to access learning regardless of background or social disadvantage. We have a clear understanding of how we believe lessons should be taught and we provide a focused, evidence-informed and research-based CPD offer for all staff to ensure this is achieved.

We prioritise high-quality teaching as the most effective way to close the attainment gap and ensure that all staff are equipped to deliver inclusive, adaptive teaching that meets the needs of disadvantaged pupils. Pupil Premium funding is allocated through careful planning to ensure that relevant interventions and support are in place. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

Our strategy is structured around three key pillars:

- High-quality teaching for all
- Targeted academic support
- Wider strategies to support wellbeing, attendance, and engagement

Belonging and a sense of community are key to pupil wellbeing, attendance, and academic performance. We use research-based approaches to promote positive, relational predictable practice and interactions. Approaches such as conscious discipline and the Five Foundations Framework for supporting families to improve attendance, alongside a range of nurture, welfare and inclusion resources, are available to support our most vulnerable pupils and families.

We ensure that our approach is inclusive and responsive to individual needs, recognising that disadvantage can present in many forms. Pupil Premium attendance is significantly lower than other pupils in school. Our pupil premium funding is used to accelerate the progress of our pupil premium children through early intervention and sustained support.

Overall, we:

- Adopt a whole school approach, where staff/pupil relationships are at the core of what we do.
- Act early to address pupils' educational and social disadvantage at the earliest opportunity.
- Use research and rigorous diagnostic assessment—not assumptions—to identify our pupils' challenges and carefully select a narrow range of activities to address these.
- Focus on selecting approaches with the strongest evidence of impact.
- Review and evaluate our strategy regularly, ensuring it remains responsive and effective.

Challenges

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

Challenge number	Detail of challenge
1	2025-2026 Year 1 Cohort Early language: 2025 GLD data clearly demonstrated that Communication and Language was a barrier to a higher proportion of our pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. The gap in GLD was – 25% between pupil premium (67%) and non-pupil premium pupils (92%). Out of the 6 children who did not achieve Communication and Language 4 pupils were pupil premium (67%). In September 2025, Baseline WellComm assessments in Nursery and Reception 24/25 cohorts underlined this, with only 45% of all children at age- related expectation within the Nursery cohort, and 60% at age-related expectation at the start of their Reception year with us. In Reception, 2 out of 9 PP children were on track at the start of September. This equates to 22% of the PP cohort. 27 out of 39 non PP children were on track in September, which equates to 69% of the non-PP cohort. This is a gap of 47%. In nursery, 5 out of 12 PP children were on track in September, which equates to 42% of the PP cohort. 12 out of 26 non PP children were on track in September, which equates to 44% of the non-PP cohort. This is a gap of 2%.
2	2025-2026 Year 2 Cohort End of 2025 data highlights a -17% gap between PP and NPP children for combined. 2025 Phonics data revealed that PP children achieved above national outcomes. The increased gap between PP and NPP highlights a barrier in writing.
3	2025-2026 Year 3 Cohort End of 2025 data highlights a -15% gap between PP and NPP children for combined. All PP children that did not achieve ARE at the end of Year 2 have significant special educational needs.
4	2025-2026 Year 6 Cohort End of 2025 data highlights a -14% gap between PP and NPP children for combined.

5	Attendance: our overall attendance in 2023/24 was 93.32% which is below the national target of 95% and the schools' own target of 96%. Our Pupil Premium attendance in 2023/24 was 92.06% %, a gap of -2.5% to Non-PP at 94.56%. Persistent absences, particularly unauthorised absences are high amongst Pupil Premium children.
6	Personal development: we provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as their peers. In order to identify impact we must first create a baseline of PP vs non-PP participation and demonstrate a closing of this gap.

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.

Challenge	Intended outcome	Success criteria
1	Improved oral and language skills and vocabulary among disadvantaged pupils EYFS and KS1.	Implementation of Targeted Strategies • Use of RWI Virtual Classroom delivered via iPads to enhance accessibility and engagement. • Creation of a specific child-led phonics area within EYFS provision to encourage independent practice. • Delivery of streamed phonics groups by KS1 staff, plus an additional daily class phonics session. • SCI Team training completed by all EYFS staff to identify and support language needs effectively. • Participation in the Pathfinder Project to embed best practice for early language development. • Opportunities for child-initiated creative investigations indoors and outdoors to promote vocabulary use. • Pre-teaching of key vocabulary linked to core texts and topics. • Integration of a range of technology in EYFS to support speaking and listening skills. • Consistent use of WellComm screening and interventions for identified pupils. Assessments and observations show significant improvement in oral language and vocabulary among disadvantaged pupils, triangulated with: • Oral language assessments, • Engagement in lessons, • Book scrutiny, • Ongoing formative assessment. Half-termly WellComm and RWI assessments identify gaps, which are addressed through: • Targeted small-group interventions, • Daily access to a dedicated language-rich provision area.

		By the end of the academic year: - Disadvantaged pupils demonstrate measurable progress in oral language skills (as evidenced by Well-Comm and RWI data). - Reduction in the number of pupils below age-related expectations for communication and language compared to baseline. - Increased use of targeted vocabulary in pupil talk and writing, evidenced through observations and work samples.
2	Improved writing outcomes for disadvantaged pupils in Y2.	KS1 writing outcomes in 2026 show that more than 80% of disadvantaged pupils have met the expected standard.
3	Improved outcomes for disadvantaged pupils with SEND in Y3.	2026 outcomes for identified children show that pupils make at least good progress from their baseline. Progress measures show at least 1 banded movement per term on Toolkit Tracker.
4	Improved outcomes for end of Y6 combined for pupil premium children.	Reduced attainment gap between pupil premium and non-pupil premium pupils in combined. The gap to be below -10%.
5	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Sustained high attendance from 2025 demonstrated by: - The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
6	Build cultural capital by ensuring all pupils are engaged in	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: Learning Engagement & Behaviour: 100% of lessons observed show pupils actively engaged in learning, with no disruption from low-level behaviour.

their learning and a variety of extra-curricular opportunities.	Pupil voice and parent surveys indicate at least 90% positive responses regarding enjoyment and engagement in learning. Enrichment & Cultural Capital: A significant increase in participation in enrichment activities compared to the previous year, with 100% of disadvantaged pupils attending: • At least one extra-curricular activity per term, • One school trip, and • One sporting event during the academic year. Qualitative feedback from pupils and parents reflects improved access to cultural experiences and opportunities.
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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: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk) EEF Communication and Language (educationendowmentfoundation.org.uk)	1

used and reviewed effectively. CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments. Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches
Reading – whole school approach introduced in September 2022/23 with a clear framework for teaching Reading through KS1 and KS2. Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc) and the work of Christopher Such.	Tim Oates CBE (Cambridge University Assessment Research & Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required. Information can also be shared with parents to implement practise at home. "Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content." EEF https://educationendowmentfoundation.org.uk/reading-house/fluency

Pedagogy has been developed and reviewed to enable children to become expert readers as they move through school and into adulthood, thus providing them with better life chances. Fluency explicitly taught in reading lesson and through 1.1 daily reading. Assessed through the fluency rubric on pace, accuracy, phrasing and expression. Etymology is a key part of our reading cycle. We teach children some of the most common Greek and Latin root words as a way to empower them to infer meanings of unfamiliar words. Deliver targeted professional development sessions for teaching staff focused on etymology and morphology and roll out	Christopher Such (2021) 60% of all words in English have Latin or Greek origins. Willingham (2017) suggested that 98% of words need to be understood for what he termed 'comfortable comprehension'. The National Centre on Improving Literacy identifies morphology as one of six essential components of Structured Literacy. Teaching word structure explicitly supports decoding, spelling, and vocabulary development Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency 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 By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework	
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new spelling scheme across KS2. RWI development days used to support leads, provide training, monitor standards and track data. Targeted interventions for bottom 20% of readers and phonics.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching More pay, more time and more support for teachers to increase retention and recruitment. <u>United Learning</u> High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://www.walkthrus.co.uk	all
Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning). Areas of development are identified regularly for teachers and support staff. CPD is provided through the Teaching and Learning Handbook and StepLab. Ring fenced CPD and leadership time will be given to instructional coaching and line		

manager meetings to aid teacher development. Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils. CPD provided in staff meetings around responsive seating, dynamic feedback and pre teaching. Staff are trained in identifying focus first pupils.	DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Dynamic Feedback <table> <tr> <td>Immediate, targeted feedback</td><td>• Black & William, 1998; Hattie & Timperley, 2007</td></tr> <tr> <td>Prompt correction and clarification</td><td>• Shute, 2008</td></tr> <tr> <td>Support during challenging tasks</td><td>• aligns with Vygotsky's Zone of Proximal Development (1978)</td></tr> <tr> <td>Proactive feedback and differentiation</td><td>• Tomlinson, 2014</td></tr> <tr> <td>"Feedback 1st" strategies and teacher-initiated feedback</td><td>• EEF, 2021; Sadler, 1989</td></tr> </table>	Immediate, targeted feedback	• Black & William, 1998; Hattie & Timperley, 2007	Prompt correction and clarification	• Shute, 2008	Support during challenging tasks	• aligns with Vygotsky's Zone of Proximal Development (1978)	Proactive feedback and differentiation	• Tomlinson, 2014	"Feedback 1st" strategies and teacher-initiated feedback	• EEF, 2021; Sadler, 1989
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	Pre-Teaching Cognitive anchors • Munk, 2010 • Ausubel, 1960, see Lalley and Miller, 2006 Boost confidence • Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006 Minimise experience of failure • Lalley and Miller, 2006 Positive not negative feelings • Polak, 2017 Transform the way a child sees themselves • Minkel, 2015 Responsive Seating Plans Behaviour and engagement • Woolfolk - Classroom seating arrangements and student behaviour 2016 Academic performance • Higgins -The impact of seating arrangements on student achievement and engagement Positive peer interactions • Rogers and Feller - Seating arrangements and peer relationships Increase in pupil engagement • Miller and Almon - Flexible seating and student motivation SEND support • Gagnon and Reitz - Seating arrangements and their effects on students with SEND	
Path Finder Project to be rolled out across school. Training with Dan Bunker	The inclusive classroom: Find the correct learning tools to help all students achieve more - Training Microsoft Learn	all

to support staff in delivering quality sessions using different technology types to enable disadvantaged pupils to access the curriculum. Technology includes: AI, Immersive Reader, Office Lens, PowerPoint Caption, PowerPoint Live, Dictate, Translate and Reading Coach. Pathfinder to be efficiently resourced.	 The inclusive classroom: Find the correct learning tools to help all students achieve more 2 hr 43 min remaining • Learning Path • 1 of 4 modules completed Beginner K-12 Educator School leader Microsoft Teams Office 365 Windows Every student is unique with different strengths and abilities. Microsoft provides learning tools to help personalize learning experiences, thus empowering students to access and engage with the content being taught. Accessibility tools such as Immersive Reader, Read Aloud, Dictation, and Translator give students inclusive tools to access reading and writing in ways that meet diverse needs. Products such as Teams, Word, and OneNote Notebook not only allow for collaboration with peers, but also allow students and educators to organize their workflow. PowerPoint's Presentation Coach, Flipgrid, and the new Reading Progress allow students to demonstrate mastery in student learning allowing for a more holistic student progress analysis. This learning path is designed to help teachers recognize and address various learning needs with Microsoft learning tools.	4700 XP
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £165,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully engage with P80+ Disadvantaged project and upcoming actions, resources and CPD	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions EEF (educationendowmentfoundation.org.uk) The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills.	All

	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF	
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) Reading lead and RWI coordinator provide daily and weekly coaching and training for staff at all levels. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u> Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</u>	1, 2, 3

Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school.	
Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).	
Additional reading boosting sessions targeted at Y6 which are teacher led.	
Virtual classroom RWI 1.1	

Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions and pre teach. Enhanced curriculum, included funded termly forest school, Bamsley Music Alliance and Reds in the Community will provide pupils with exposure to new skills and experiences.	Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson. https://researchschool.org.uk/unity/news/levelling-the-playing-field Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea Secure Give pupils a high success rate to success look back on; frame what success means and help them attribute it accurately; pre-empt failure	all
Utilise technology and Peditch to provide personalised learning support, track progress effectively, and enhance children's experiences.	Immersive classrooms help bridge the digital divide by offering rich learning experiences that disadvantaged students might not otherwise access. www.everylearnereverywhere.org/wp-content/uploads/FINAL-The-Impact-of-Digital-Learning-on-Minoritized-and-Poverty-Affected-Students.pdf United Learning Digital Strategy: ://hub.unitedlearning.org.uk/projects/digital-strategy-toolkit-for-schools/Documents/Digital%20Strategy%20Development%20Framework%20Guidance%202025-26%20Edition.pdf	all

Immersive classroom to provide pupils with experiences that they wouldn't be given outside of school. This will deepen their understanding through their senses. An interactive sandpit enhanced with technology to provide immersive, multi-sensory play. Digital tools and interactive technology to enhance speaking and listening skills in the Early Years Foundation Stage	 Reading Immersive Reader  Writing Dictate  Teacher Modelling Lopped Video Hard baked into a range of common Microsoft Apps, Immersive Reader provides a valuable scaffold for reading comprehension. Via the Lens app, pupils can have printed text read back to them and the in-built Reading Coach supports independent reading practice. Dictate and voice recording can provide a useful tool to enable the capture of ideas and first drafts of written work. Pupils can use Immersive Reader to play back their dictated words as part of the review process. Capturing teacher modelling via screen recording and looping the resulting video during the lesson provides a valuable scaffold and supports independent learning. Both iPads and visualisers can be useful in preparing and capturing these video models. <u>EYFS Research</u> 1. National Literacy Trust (Billington, 2016) • Digital technology can enhance communication, language, and literacy when embedded purposefully in early years settings. • Tools like voice recorders, storytelling apps, and interactive games support expressive language and vocabulary development. • Technology also helps practitioners share strategies with parents, strengthening home-school language support. [nlt.cdn.ngo] 2. Education Endowment Foundation (EEF) – Oral Language Interventions • Oral language interventions, including structured questioning, dialogic talk, and vocabulary modelling, show an average impact of +6 months progress. • Technology can support these strategies through interactive platforms that scaffold adult-child dialogue and vocabulary use. [educatione...ion.org.uk] 3. EEF Early Years Toolkit – Communication and Language Approaches • Communication and language approaches yield +7 months progress on average. • Technology can support by enabling interactive reading, collaborative talk, and modelling vocabulary in engaging formats.	2,3,4
Learning by Questions	Bespoke Engagement Education strongly believe that education should be based around an individual's strengths with continual positive rewards.	2,3,4

Programme to provide bespoke learning to close gaps in Y5 and Y6. Wayfinder to provide bespoke learning from Y3-Y6.	Learning by Questions/ Wayfinder tackles accelerated pupil progress on multiple fronts; it's continuous formative assessment. The teacher can make highly informed interventions and most importantly, pupils receive scaffolded feedback after every answer https://www.lbq.org/primary/benefits/for-teachers/
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance. Attendance team to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance. Attendance team to run contract meetings with parents of pupils who are persistently late or absent.	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling. Supporting attendance EEF (educationendowmentfoundation.org.uk)	all

Project 95 tracking and monitoring all pupils who fall below 95% attendance including sending personalised messages to each parent/carer each term.	The Department for Education's (DfE) goal for 95% pupil attendance, which is a key performance indicator for schools, or potentially a reference to a specific project related to this goal. For example, the Department for Education's "Regional Improvement for Standards and Excellence" (RISE) programme focuses on improving school standards, and school attendance is a crucial component of this. The DfE also sets statutory guidance for schools to ensure pupils receive a suitable education, which includes regular school attendance.	
Ensure that expected routines are followed throughout the school day. For example: -Morning Meet - Clear behaviour expectations - Safe Space - Access to nurture team Staff to maintain high expectations.	Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching Run Make the process of learning easy, routines whilst keeping the content of learning challenging; script chains and cues; stick with it Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/	all
Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision. After school wraparound care and Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported. Food and clothing banks for families in need.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.	

Through our pupil charter and heritage award, we aim to promote character-building qualities that lead to creating well-rounded, global citizens which allow our children to achieve recognised and meaningful qualifications that will open doors to paths in later life.	
Empathy Lab training provided to staff to equip pupils with the empathy skills to develop trusting relationships, it is key to their wellbeing and life chances. School to purchase Empathy Lab Reading List. This will help children to develop a language for emotions and understand their own and other people feelings by delving deeper into characters. Children to take part in the Social Impact Award to bring active citizenship and social action into the classroom. SuperKind has been designed to help teachers integrate social action and philanthropy within the wider curriculum and their classrooms. Allocate a specific portion of the Pupil Premium budget to subsidise or fully cover trip costs for disadvantaged pupils.	• Empathy is a vital social and emotional skill. Research shows these skills are more significant for young people's academic attainment than IQ (Public Health England, 2014) • 94% of employers say that in the workplace, social and emotional skills are as important as academic qualifications (Sutton Trust, 2018). • A pivotal social/emotional competence: influential frameworks include empathy as a key factor an essential ingredient in education: it builds the relationships pupils need to learn/feel safe (Setting Children to Learn, Bomber & Hughes, 2013).

Contingency fund for acute issues	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.	All
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Total budgeted cost: £263,625

Part B: Review of the previous academic year (2024/5)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

PP data analysis June 2025:

Year	% per pupil	Reading		Writing		Maths	
		% gap	Pupil gap	% gap	Pupil gap	% gap	Pupil gap
1	5	-7%	2	-17%	4	-7%	2
2	5	-18%	4	-15%	3	-18%	4
3	4	-7%	2	-7%	2	-15%	4
4	3	-12%	4	-15%	5	-5%	2
5	4	-17%	5	-6%	2	-9%	3
6	3	-18%	6	-21%	7	-18%	6

Year	% per pupil	Combined	
		% gap	Pupil gap
1	5	-17%	4
2	5	-15%	3
3	4	-7%	2
4	3	-15%	5
5	4	-14%	4
6	3	-21%	7

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 Academic Year.

	Hunningley	National	Pupil Premium National	PP Hunningley	Non-PP Hunningley	Gap (PP/NPP) Hunningley	Gap (PP Hunningley/ PP National)
GLD	84%	68%		67%	92%	-25%	
Phonics Y1	89%	80%	67%	85%	92%	-7%	+18%
End of Key Stage 1 Reading	87%	68%		76%	94%	-18%	
End of Key Stage 1 Writing	85%	60%		76%	91%	-15%	
End of Key Stage 1 Maths	87%	70%		76%	94%	-18%	
End of Key Stage 2 Reading	89%	75%	58%	82%	100%	-18%	+24%
End of Key Stage 2 Writing	87%	72%	53%	79%	100%	-21%	+26%
End of Key Stage 2 Maths	89%	74%	54%	82%	100%	-18%	+28%

As a result of having high expectations of all our children, the data above shows that PP children perform much better at Hunningley than those nationally.

Our evaluation of the approaches delivered last academic year is here:

2024-2025 Challenges:

Challenge 1 – To close to gap between PP and NPP children in GLD, through communication and language, at the end of EYFS.

ELG - Listening, Attention and Understanding

4 of the 8 PP children who did not achieve this at baseline, achieved it at the end of the year. Children who did not achieve this GLD had additional SEN needs.

This progress is the result of increased efforts to ensure readiness for Year 1, including a greater number of teacher-led sessions where children were encouraged to sustain engagement in activities for longer periods. It is also supported by regular WELLCOMM assessments, which identified gaps in children's communication skills. These gaps were addressed through a range of targeted adult-led activities and enhancements within continuous provision.

ELG - Speaking

Comparisons between baseline and end of year data show a 16% increase in PP children achieving this ELG.

Staff consistently modelled spoken language across all areas of the curriculum, using strategies such as 'My Turn, Your Turn' to support dialogue. Children were expected to articulate their learning and thinking throughout the day, and staff extended their responses into more complex sentences. This approach has contributed to noticeable improvements in vocabulary development among these children.

Regular WELLCOMM assessments enabled us to identify common gaps in spoken language within the cohort. Based on these findings, we planned targeted interventions to address these gaps both in adult-led sessions and within continuous provision. The most frequent areas of need were the correct use of tenses and pronouns.

Challenge 2 – To close the gap between PP and NPP in Reading at the end of KS1 and KS2.

	PP gap 2024	PP gap 2025
KS1 (tracking Y1 2024 through to 2025)	-16%	-18%
KS2 (tracking Y5 2024 through to 2025)	-14%	-18%

Pupil premium children that are underperforming have been identified in each year group using our disadvantaged tracker. This highlighted that all of the pupils identified as disadvantaged also fall into other vulnerable subcategories, including those with Special Educational Needs and pupils with English as an Additional Language. Mobility within these year groups also contribute to this outcome.

Challenge 3 – Improved maths attainment for disadvantaged pupils at Y2-Y6.

	2024 Maths PP Outcome	2025 Maths PP Outcome
Y1-Y2	80%	76%
Y2-Y3	73%	85%
Y3-Y4	79%	91%
Y4-Y5	83%	83%
Y5-Y6	63%	82%

- Summer outcomes for Y3 show a decreased in the gap by 4%.
- Summer outcomes for Y4 show a decreased in the gap by 7%.
- Summer outcomes for Y5 show a decreased in the gap by 5%.

Challenge 4 – Y3 writing outlined a gap of -14% and Y5 a gap of -21% between PP and NPP.

Pupil premium children that are underperforming have been identified in each year group using our disadvantaged tracker. This highlighted that many of the pupils identified as disadvantaged also fall into other vulnerable subcategories, including those with Special Educational Needs and pupils with English as an Additional Language.

When additional subcategories are removed from both NPP and PP children, PP are outperforming or performing at the same level. There are no negative gaps for PP children.

Year 4: All PP achieved RWM and 1 NPP did not.

Year 6: 1 NPP and 1 PP did not achieve RWM.

Challenge 5 – Pupil premium pupils are below other UL schools in the 3 prime areas along with Expressive Art and Design and Maths.

Pupil premium children at Hunningley are above in comparison to other UL schools.

Challenge 6 – Attendance

Whole school attendance at the end of 2025 was 94.4% which has increased from 93.32%. The gap between PP and NPP has reduced 0.1%.

Persistent absences, particularly unauthorised absences are high amongst PP children.

Challenge 7 – Personal Development

To ensure all pupils have equal access to opportunities, we have implemented a range of measures that remove barriers and promote inclusion. Trips are subsidised so that financial constraints do not prevent participation, and pupils who may otherwise miss out are given priority access to after-school clubs and interschool competitions. We provide essential support through our food bank and clothes bank, helping families meet basic needs and enabling pupils to fully engage in school life. Our immersive classroom offers innovative learning experiences for all, ensuring that every child can benefit from high-quality resources regardless of background. These initiatives reflect our commitment to equity across both curriculum and extracurricular activities.

- Our clubs are monitored and tracked via Arbor to ensure pupil premium children gain access to all opportunities offered.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1. Wellcomm 2. CPOMs 3. Class Dojo 4. Learning by Questions 5. Virtual classroom RWI 6. RWI 1.1 tutoring 7. Pathfinder Project	1. GL Assessment 2. Raptor Technologies 3. Y Combinator 4. Bowland Charitable Trust 5. Ruth Miskin 6. Ruth Miskin 7. United Learning

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

