

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	The Hendreds CE School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	18% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Rees, Headteacher
Pupil premium lead	Lisa Rees, Headteacher
Governor lead	Jamie Barton and Richard Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,990
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	£38,990

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Part A: Pupil premium strategy plan

Statement of intent

At Hendreds C or E 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. We recognise the strengths of each individual and make every effort to ensure children feel happy, valued and safe.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to achieve those goal, including progress for those who are already high attainers or working at age related expectations. Our aim is that disadvantaged children will make good progress and will leave our school with increased levels of self-confidence, self-belief, and the tools to continue to achieve well academically.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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 high quality teaching has the biggest impact on children's learning and particularly the most disadvantaged
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- the needs of individuals are considered, including the impact of any SEND/SEMH needs
- act early to intervene at the point need is identified with all decisions and actions considering the impact on disadvantaged children first
- Support for activities, educational visits and residential. Ensuring children have cultural capital and experience to use their learning from the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils through our own assessment and monitoring, and from national studies.

1	The attendance of disadvantaged children is currently below the attendance of non-disadvantaged pupils.
2	Our assessments and observations indicate that the attainment of disadvantaged pupils is below the attainment of non-disadvantaged pupils in Writing throughout KS1 and into KS2.
3	Disruption or lack of capacity in families or schools to provide experiences which develop social capital
4	Our assessments and observations show that disadvantaged children joining our school display a higher level of social and emotional needs than non-disadvantaged children. Some of our disadvantaged children continue to need social and emotional support with their learning.

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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
To achieve and sustain improved academic achievement (progress and attainment) for all pupils in our school so that gaps are closed , particularly our disadvantaged pupils.	Most disadvantaged children will make appropriate levels of progress and attainment. Academic outcomes for disadvantaged children will improve, at least 55% in KS1 and 65% in KS2 making expected or greater progress with additional support and intervention.
To achieve and sustain improved wellbeing and inclusion and emotional regulation for all pupils in our school, particularly our disadvantaged pupils.	There will be an increase in access to opportunities offered and participation in enrichment activities, for example: breakfast and after-school club, school counselling services, sporting events, music tuition, particularly among disadvantaged pupils. For children within the school to be more emotionally regulated within the school environment. Observations and discussions will show that the children will be more confident in engaging in their learning and settling into the environment and learning well.
Provision of a curriculum which acknowledges the importance of 'social capital' for all children. This is so that children will have experiences beyond their school and home life upon which to build a wider understanding of the world.	Curriculum design will continue to incorporate opportunities for wider cultural experiences. Enriched curriculum design will be content rich.

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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: £5,848 (15%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure appropriate level of knowledge amongst support staff - TA training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4
Emotional/counselling support for children if required so children are ready to learn emotionally	Education Endowment Foundation -" interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	1, 3, 4
Access training/consultation/support through Mulberry Bush	Education Endowment Foundation -" interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	1, 3, 4
Wellbeing and Mental Health Teaching – Zones of Regulation; PSHE curriculum; Mental Health teaching	Education Endowment Foundation -" interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	1, 3, 4

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

Budgeted cost: £21,445 (55%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support and small group intervention in addition to high quality class teaching	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 and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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School led tutoring children to receive catch up provision	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 and in small groups https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	2
Speech and Language specialist trained Teaching Assistant	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. Training can support adults to ensure they model and develop pupil' oral language skills and vocabulary development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Mulberry Bush Support and resources (plus Boxall)	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include specialised programmes which are targeted at particular social or emotional needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Literacy gold – reading and spelling intervention	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 and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Times table Rockstars and Spelling Shed subscriptions	To support learning of multiplication and spelling skills for homework as well as in school. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework	2

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

Budgeted cost: £11,697 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for music lessons, residentials, trips, sporting involvement and breakfast/after school club	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4

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<p>Additional spaces in school created and resourced for children with learning or behavioural additional needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf</p>	<p>1, 2, 3, 4</p>
<p>Half termly review of attendance communicated to parents and possible involvement of external agencies e.g. OCC Attendance team, school nurse</p>	<p>With clear links between attendance, attainment and behaviour, attendance is a challenge and priority for schools https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4</p>
<p>Review and enhancement of outdoor playtime provision, in particular quieter opportunities</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf</p>	<p>1, 2, 3, 4</p>
<p>Support through social work or other outside agencies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £38,990

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

