

Hunts Grove Primary Academy **Pupil Premium Strategy Statement**



Pupil premium strategy statement

Report from *Glenn Philcox, Headteacher, Hunts Grove Primary Academy* for Governing Body meeting on 2/12/25

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Glenn Philcox
Pupil premium lead	Glenn Philcox
Governor / Trustee lead	Diversity, Equality & Inclusion Lead: Sarah Travell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126294
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£ 0
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	£126294

Part A: Pupil premium strategy plan

Statement of intent

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. 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 and young carers. 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 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.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment is uneven across the Year groups for pupil premium children. The data shows that the attainment gap is not being closed as quickly as the school would like and in some cases not at all.

GB-24-2 Pupil premium strategy statement

2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>The gap in KS2 is on average 22% between pupil premium and non pupil premium pupils.</p>
3	<p>Approximately one third of pupil premium children in reception do not reach the standard for word reading in reception. Although this trend improves throughout the school there is still a statistical gap between pupil premium and non pupil premium attainment.</p> <p>This also means that if, as a school, we eradicate the attainment gap earlier, these children will have more opportunities to obtain greater depth in reading, attaining in-line with their non-disadvantaged peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.6% 1.3%Y% lower than for non-disadvantaged pupils.</p> <p>18.6 % of disadvantaged pupils have been ‘persistently absent’ compared to 12.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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 improve consistency of approach to behaviour and teaching	<p>Monitoring to show a consistent application of the Hunts Grove Primary Academy Core 10.</p> <p>That at least 65% of pupil premium pupils in each year group are performing at the expected standard, which is at least in line with</p>
To improve Reading outcomes for Pupil Premium children.	<p>Pupil Premium children are performing at least at national 65%</p> <p>30% of Pupil Premium children are achieving the Greater Depth standard in each year group.</p>
To improve maths attainment for disadvantaged pupils.	<p>Maths outcomes for pupil premium pupils are over 65% in all year groups.</p>
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 <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2027/28 demonstrated by:</p>

GB-24-2 Pupil premium strategy statement

	<ul style="list-style-type: none">· the overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.2%. <p>The percentage of all pupils who are persistently absent being below 10 % and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
--	---

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a coaching approach to CPD.	High-quality teaching, often developed through coaching, is considered the most critical in-school factor for closing the attainment gap, as confirmed by the EEF and DfE.	1,2 & 3
Create and Implement the Hunts Grove Core 10. This is a pledge to create consistency of approach across our classrooms.	One of the most powerful ways that schools achieve these expectations is by using a shared curriculum for math and reading. Just using the same curriculum across the school improves consistency, because no matter what teacher they have, students will get a version of the same lesson, anchored in the same standards.	1,2 & 3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning by question to be implemented in Year 6 to reinforce maths teaching and home learning. This gives instant personalised feedback to pupils and teaching staff can immediately intervene.</p>	<p>The EEF toolkit states: “There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.”</p>	<p>2</p>
<p>Children in receipt of pupil premium will be invited, with their parents, three times each year to visit a book shop in order to choose a book to keep.</p>	<p>The National Literacy Trust, 2024 found that 12.4% (1 in 8) of children receiving Free School Meals (FSM) lacked a book of their own, compared to only 8.0% (1 in 13) of their non-FSM peers.</p> <p>This material deficit directly correlates with lower reading skill, where children without a book are more than twice as likely to read below the national average.</p> <p>The EEF also reports that “parental engagement has a positive impact on average of 4 months’ additional progress.”</p>	<p>3</p>

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils take part in whole class music Tuition, character education group activities.</p>	<p>EEF Teaching Toolkit:</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>And the GLT graduated approach to attendance.</p> <p>This will involve training and release time for staff to develop and implement new</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

GB-24-2 Pupil premium strategy statement

procedures and appointing attendance/support officers to improve attendance.		
--	--	--

Total budgeted cost: £ 120,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Pupils experience of school is enriched through whole school music tuition</p>	<p>Whole class music tuition has been delivered across the school through Gloucestershire music:</p> <p>A number of children have purchased their own instruments in order to continue with ukulele/recorder at home. Music continues to be a strength in the school and we have just been awarded the 'Music Mark' for the third year running, as a result.</p> <p>Year 1 Recorders Year 2 Recorders Year 3 Recorders Year 4 Ukelele Year 5 Ukelele Year 6 Ukulele</p> <p>All pupils get the opportunity to perform in front of their parents at some point during the school year.</p> <p>Pupil and parent voice indicates that this is a very positive experience for all pupils, especially pupil premium pupils.</p>
<p>Pupils cultural capital is enriched through outdoor learning</p>	<p>Pupil premium funding has allowed the school to train their own Forest School leader which has secured outdoor provision for the school. This provision is established for all pupils in KS1 and EYFS. The provision is now planned, because the school now has a trained practitioner, to be established in KS2.</p>

GB-24-2 Pupil premium strategy statement

<p>The emotional needs of pupils are supported through therapies and outside agencies.</p>	<p>The school has invested heavily to support the emotional needs of pupil premium through external providers. This has mainly been delivered through play therapy. 4 pupil premium pupils were identified as needing the support through play therapy. This proved to be very effective in helping these individual children. This has been shown with improved attendance, behaviour and attendance.</p>
<p>The emotional needs of pupils are supported through the Thrive Approach</p>	<p>The school now has three trained Thrive Practitioners. They support pupils in EYFS, KS1 and KS2.</p> <p>21 pupils have been supported individually.</p> <p>40 pupils in total have been supported via group work.</p> <p>75% of these pupils were pupil premium pupils</p> <p>There has been a positive effect on pupils behaviour, attendance and attainment.</p>

GB-24-2 Pupil premium strategy statement

<p>All trips and experiences can be accessed by all pupils.</p>	<p>Pupil Premium children's attendance on trips has been tracked across the year. All Pupil Premium children have accessed school trips this year. This included 100% of pupil premium children being supported to attend the Year 6 residential trip.</p>
<p>Pupils attendance is supported through supporting and challenging families</p>	<p>Attendance across all groups continues to improve, especially for pupil premium pupils. Pupil Premium attendance 2023/2024 93.4% All Pupils attendance 95.3% Pupil Premium attendance 2024/2025 94.2% All pupils attendance 95.9% Pupil premium attendance has improved by 0.8% over the last year. The gap between pupil premium children's attendance and the whole of the school population has closed by 0.2% to 1.7%.</p> <p>Persistent Absenteeism has also improved. Pupil Premium Persistent Absenteeism 2023/24 26.6% All Pupils Persistent Absentism 2023/2024 15% Pupil Premium Persistent Absenteeism 2024/25 18.6% All Pupils Persistent Absenteeism 2024/25 12.7% The gap between pupil premium persistent absence has closed 10.7% to 5.9%.</p>

Attainment gaps are closed.

Statutory Assessments

2024/2025

	Reception		Year 1		Year 4		Year 6		SAT Scaled Score			SAT Scaled Score/SAT TA		
	EYFSP		Phonics		MTC		SAT TA		SAT Scaled Score		SAT Scaled Score/SAT TA			
	GF	LD	Reading	Maths	Writing	Reading	Maths	GPS	Reading/Writing/Maths	Reading/Writing/Maths	Expected	or higher		
	% of pupil	% of pupil	% of pupil	% of pupil	% of pupil	% of pupil	% of pupil	% of pupil	% of pupil	% of pupils	% of pupils	Expected	or higher	
All Pupils	80%	98%	80%	94%	84%	75%	69%	69%						
Boys	81%	97%	81%	94%	88%	81%	0%							
Girls	70%	100%	78%	94%	81%	63%	56%							
Pupil Premium	60%	95%	68%	71%	71%	29%	43%	29%						
Not Pupil Premium	88%	100%	85%	100%	88%	88%	76%	80%						
Pupils with SEND	20%	75%	56%	33%	67%	33%	33%	33%						
Pupils without SEND	86%	100%	89%	100%	86%	79%	72%	72%						
EAL	86%	100%	100%	100%	83%	83%	83%	83%						
Not EAL	79%	98%	78%	92%	85%	73%	65%	65%						
Pupil Premium without SEND	64%	100%	91%	100%	80%	40%	60%	40%						
Not Pupil Premium without SEND	86%	98%	78%	93%	85%	81%	70%	74%						

Analysis:

EYFS: There is a difference of 16% in All pupil attainment and PP non SEND. Pupils in this group missed ELG predominantly in word reading and number despite extensive efforts.

Phonics: There was no gap in attainment.

MTC: Pupil Premium pupils with no SEND performed better than when All Pupils were analysed.

KS2 SATS: There was only a negligible difference between Pupil Premium non SEND pupils and the Year 6 cohort as a whole in Writing, Reading and GPS. There is a significant difference in Maths attainment.