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	Hambledon Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024, 2024/2025, 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026 and July 2026
Statement authorised by	Adrienne Corr, Headteacher
Pupil premium lead	Adrienne Corr, Headteacher
Governor / Trustee lead	Lynda deWolfe, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,664
Recovery premium funding allocation this academic year	£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	£16,664

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. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions for pupils whose education has been worst affected, including non-disadvantaged pupils. It also takes into account the personal, social and emotional setbacks our pupils face through a strong focus on our PSHE curriculum and opportunities for personal development.

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 writing skills among many of disadvantaged pupils, with less than 50% reaching ARE at the end of last academic year (33%), which is below their non PP peers (62%)
2	Internal assessments indicate that maths attainment, although stronger than reading and writing, among disadvantaged pupils is below that of non-disadvantaged pupils (46% compared to 78%)
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less support with reading at home. This negatively impacts their development as readers.
4	In some cases, low attendance (below 90%) is a barrier to achieving well academically and having a negative impact socially with their peers due to absences. (84.5% attendance compared to 94.8% for non PP peers). 36.4% of PP pupils had attendance of below 90% for 2024-2025.
5	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils (54% compared to 73%)
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities due to costs. These challenges particularly affect disadvantaged pupils, including their attainment.

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.

We have a small cohort of PP pupils, with only 2 in each year group, apart from year 5 that has 3. Therefore, we are treating them as a whole school cohort of 15 for data purposes.

Intended outcome	Success criteria	Review July 2026
Improved reading attainment among disadvantaged pupils at the end of both key stages.	This year: Whole School reading outcomes in 2024/2025 show that 54% of disadvantaged pupils meet the expected standard (EOY 2021 – 20%) End of plan:	64% of PP pupils are on track for Reading. KS1- 67% KS2 – 63% (Currently 21% of PP also have SEND)

	70% of PP children will have reached ARE in reading	
Improved writing attainment for disadvantaged pupils at the end of both key stages.	This year: KS writing outcomes in 2024/2025 show that 33% of disadvantaged pupils met the expected standard. (EOY 2021 – 20%) End of plan: 70% of PP children will have reached ARE in writing.	43% of PP pupils are on track for writing. KS1: 67% KS2: 25%
Improved maths attainment for disadvantaged pupils at the end of both key stages.	KS maths outcomes in 2024/2025 show that more than 46% of disadvantaged pupils met the expected standard.(EOY 2021 – 20%) End of plan: 70% of PP children will have reached ARE in maths.	50% of PP pupils are on track for maths. KS1: 67% KS2: 38%
To increase attendance of PP pupils	To narrow the gap in attendance between PP and non PP pupils. (2023/2024 84.8% v 94.8%) 75% of PP with attendance above 90% (2024/2025 36.4% of PP children were below 90%)	2025-2026: 75% of PP pupils had ‘attendance of 90% or higher, with PP attendance for 25/26: 97.4% Non PP attendance for 25/26: 94.9% Whole School attendance: 95.2%
To achieve and sustain improved well-	Sustained demonstration of improved well-	100% of PP pupils took place in school trips.

being for all pupils in our school, particularly our disadvantaged pupils.	being demonstrated by: • qualitative data from pupil conferencing, pupils and parent surveys and teacher observations • Participation in enrichment activities offered by the school	75% of PP pupils took part in before school or after school clubs. 100% took part in extra-curricular activities.

Activity in this academic year 2025-2026

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: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for End of Key Stage teachers in Reading, Writing and Maths focused on metacognition, assessment for learning, retrieval and interleaving.	Reading Comprehension Strategies EEF Metacognition Findings High Quality First Class Teaching focusing on specific strategies and metacognition has been shown to improve the learning outcomes of all children.	1,2,3,5
Core Provision from HIAS for Maths and English Lead focussed on metacognition strategies – disseminated to all staff	EEF Metacognition Findings High Quality First Class Teaching focusing on specific strategies and metacognition has been shown to improve the learning outcomes of all children.	1,2,3,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Gov.uk benefits of standardised tests	1,2,3,5
Enhancement of our maths and writing teaching in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	1,2,3,5

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Self-regulation resources to be purchased Improve the quality of social and emotional (SEL) learning.	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 Findings	1,2,3, 4,5,6
Small group tuition focussed on gaps identified by assessments.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: EEF Small Group Tuition Findings	1,2,3,5
Staff Training/coaching in different aspects of teaching pedagogy based on individual needs.	Evidence shows that effective use of Assessment for Learning along with regular, planned retrieval tasks lead directly to academic progress. https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1,2,3

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Breakfast Club to help improve attendance – offered at reduced rate for PP pupils or free for those with attendance below 90%.	Some of our PP pupils have poor attendance. Attending Breakfast Club at a discounted rate allows these pupils to have arrive on time and start their day in a positive way. https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf	4,6
Behaviour Management CPD	Clear routines and expectations help children to feel secure and ready to learn. This will then have positive impacts on academic outcomes. Staff Training – Riverside Outreach and PBS Consultation EEF Behaviour Findings	1,2,3,6
ELSA Time 2x afternoons week and Monday morning 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 Findings	4,6

Total budgeted cost: £ *17000*

Part B: Review of outcomes in the previous academic year (2025-2026)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

EOKS2 – 1 pupil (SEND)

EOKS1- 2 pupils (1 EHCP)

Intended Outcome 1: Improved reading attainment among disadvantaged pupils at the end of both key stages.
Internal data and assessment show that 0% PP pupils at EOKS2 achieved ARE in Reading. This pupil did not sit the EOKS2 SATs. 50% of EOKS1 pupils met ARE in reading. Pupil conferencing shows that pupils enjoy reading and are accessing the Reading Shed at play/lunch along with taking library books home. Across the school as a whole, 64% of PP pupils reached ARE which is an increase of 10% on the results of the year before.
Intended Outcome 2: Improved writing attainment for disadvantaged pupils at the end of both key stages.
50% PP Pupils met ARE in writing for KS1. 0% of PP pupils met ARE in KS2. Across the school as a whole, 43% of PP pupils were on track in writing in writing. This is an increase of approximately 15% on the previous year.
Intended Outcome 3: Improved maths attainment for disadvantaged pupils at the end of both key stages.
50% PP Pupils met ARE in maths for KS1.0% of pupils at EOKS2 reached ARE or above. Across the school as a whole, 50% of pupils are at ARE for maths which is a slight increase on the previous year.
Intended Outcome 4: To increase attendance of PP pupils

Attendance remains a contributing factor to pupils' achievements academically. PP attendance rates for 23/24 was 80.4%, representing a 15% gap compared to their non PP peers. 56.3% of PP pupils had attendance of below 90%. At the end of 2024/25 this gap had narrowed further with attendance being 84.5% for PP pupils and 94.8% for nonPP pupils, with 36.4% of PP pupils having attendance of less than 90%. There was demonstrable improvementin PP attendance in 25/26 with PP pupils having an attendance of 97.4% compared to 94.9% for Non PP pupils. This has not only closed the gap from previous years but they are now recording higher levels of attendance. In addition, rates of PA in PP pupils dropped significantly with 75% having attendance of 90% or more and 57% being 95% or higher.
Intended Outcome 5: To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.
11/14 pupils have taken part in afterschool clubs and/or residential trips over the course of the academic year. Pupil conferencing shows that pupils feel safe at school, know that there is an adult who they can talk to if they are worried. They were able to identify ways the school has supported them academically (e.g. additional small maths groups for areas they were finding difficult, modified resources) as well as through the provision of resources such as stationery, books, notepads etc for home./school use.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to catch up on missed learning and reach ARE by the end of the year.