

Pupil premium strategy statement – HAMPDEN GURNEY CofE 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Hampden Gurney CofE Primary School
Proportion (%) of pupil premium eligible pupils	11%
1	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher
Pupil premium lead	Eva Valverde
Governor	Anne Larkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38590

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure disadvantaged pupils achieve in line with their peers, with a particular focus on:

- Early literacy and phonics to secure strong foundations in reading.
- Behaviour support in EYFS and KS1 to maximise learning time.
- Mental health and wellbeing to improve resilience and readiness to learn.
- Greater depth writing in KS1 and KS2 to raise aspirations and attainment.

We aim to remove barriers to learning through targeted interventions, high-quality teaching and pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline literacy and phonics skills in EYFS/KS1
2	Behavioural difficulties in younger classes affecting learning
3	Increased need for mental health and wellbeing support
4	Limited proportion of pupils achieving greater depth in writing KS1/KS2

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. This strategy is informed by the Education Endowment Foundation (EEF), which identifies phonics as a high-impact, low-cost approach for improving early reading outcomes, particularly for disadvantaged pupils. A consistent, systematic synthetic phonics programme is shown to significantly improve decoding and early literacy skills. Additionally, EEF evidence shows that behaviour interventions can have a positive impact on pupil engagement, learning time and classroom climate when implemented consistently and alongside staff training. EEF research also highlights that social and emotional learning (SEL) approaches can improve pupils' wellbeing, self-regulation and readiness to learn, particularly for disadvantaged pupils experiencing emotional or behavioural barriers. Lastly, EEF

evidence indicates that small group tuition and high-quality literacy instruction can accelerate progress when targeted precisely and delivered by skilled staff. High-quality texts and structured writing opportunities support vocabulary development, composition and editing skills.

Intended outcome	Success criteria
Improve phonics attainment	Disadvantaged pupils achieve national average in Year 1 phonics screening
Reduce behaviour incidents	Fewer logged incidents in EYFS/KS1; improved engagement
Strengthen mental health provision	Pupil surveys show improved wellbeing; reduced persistent absence
Increase greater depth writing	More disadvantaged pupils achieve greater depth in KS1/KS2 writing

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on systematic synthetic phonics (new EYFS teachers)	Whole-staff CPD to ensure consistent delivery and fidelity to the phonics programme across EYFS and KS1, reflecting EEF guidance on effective phonics instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
High-quality phonics resources (books, subscriptions)	Investment in decodable texts and subscriptions matched to the school's phonics scheme to support independent practice and fluency, as recommended by EEF guidance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics-trained TA for small group interventions	Targeted small-group phonics intervention delivered by a trained TA, aligned with a systematic synthetic phonics programme. This approach is supported by EEF evidence identifying phonics as a high-impact strategy for early reading development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/phonics	
Small-group writing interventions led by experienced teachers	Targeted writing interventions led by experienced teachers, focusing on vocabulary development, composition and editing. This aligns with EEF evidence showing small group tuition can have a positive impact when carefully targeted. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: £ 18900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase high-quality texts for KS1/KS2	Purchase of rich, challenging texts to support reading-writing links and promote greater depth responses, in line with EEF literacy guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/literacy	4
Staff training in positive behaviour strategies	EEF evidence shows that behaviour interventions can have a positive impact on pupil engagement, learning time and classroom climate when implemented consistently and alongside staff training. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools	2
Counselling and play/music therapy	Targeted support for pupils with identified emotional needs, supporting social and emotional learning and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3

Additional support-Learning Mentor Initiative	Learning Mentors are shown to have a positive impact upon pupils' progress, engagement and well-being. MENTORING EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,4
National College Subscription	Ensure that all staff have access to regular and high-quality continuous professional development (CPD) that allows teachers to further develop skills and knowledge, having a positive impact on the quality of teaching, learning and the progression of pupils. . https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3 and 4
Educational Psychologist	Educational Psychologists work alongside class teachers to help ensure all pupils receive high-quality education. They provide targeted advice and strategies to support disadvantaged pupils, as well as those experiencing significant anxiety, behavioural challenges, or academic difficulties.	1,2,3 and 4
Educational Visits and Enrichment	Educational visits offer pupils enriching, life-enhancing experiences that expand their understanding of the wider world. The positive impact of these opportunities is evident in pupils' work and reflected in their learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3
Breakfast Club, After School Clubs and Stay and Play	HG offers a diverse and high-quality programme of after-school activities, including football, art, ballet, netball, film club, and many more. While clubs carry a termly fee for parents, the school has allocated funding to ensure that children who need support can access them. Our aim is to remove financial barriers so that no child is prevented from taking part. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3

Total budgeted cost: £ 39400 (-£810)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PHONICS TEST 2024-2025

	WA	WT
NATIONAL	80%	20%
LOCAL AUTHORITY	85%	15%
SCHOOL	100%	100%

In the 2024 Phonics Screening Check, 10% of pupils were eligible for Pupil Premium and achieved outstanding outcomes, with many securing scores close to full marks. Overall, 98% of the cohort achieved the expected standard (WA), with the remaining 2% working towards (WT); these pupils were not part of the disadvantaged cohort and have identified SEND needs. Hampden Gurney School's performance exceeded both national and local averages. This success reflects the school's sustained commitment to high-quality early reading provision, with systematic synthetic phonics introduced from Nursery and delivered consistently through to Year 1. Targeted support, rigorous monitoring and a whole-school focus on early language and reading have ensured that disadvantaged pupils make rapid and secure progress.

KS1 TEACHER ASSESSMENT: KS1 assessments are not mandatory to report so we cannot compare with national and the Local Authority

	READING	WRITING	MATHS
SCHOOL	66% WT 34% EXS	66% WT 34% EXS	66% WT 34% EXS

For the small cohort of pupils eligible for the Pupil Premium grant (10% of the class), outcomes show that 34% achieved the expected standard (EXS) in reading, writing and maths, while 66% are currently working towards (WT). Although this represents a very small sample size, the data highlights the need for continued targeted support to accelerate progress for disadvantaged pupils across all core subjects.

KS2 RESULTS

	PERCENTAGE MEETING STANDARD IN READING	PERCENTAGE MEETING STANDARD IN WRITING	PERCENTAGE MEETING STANDARD IN MATHS
NATIONAL	75%	72%	74%
LOCAL AUTHORITY	84%	77%	83%
SCHOOL	100%	100%	100%

In this cohort, 10% of pupils were eligible for the Pupil Premium grant. All disadvantaged pupils achieved the expected standard across GPS, reading and maths, with each of them also attaining Greater Depth in these subjects. When looking at whole-cohort outcomes, all 26 pupils achieved 100% at the expected standard in reading, writing and maths, demonstrating exceptionally strong performance across the board. These results reflect the school's sustained focus on high-quality teaching, targeted support and early intervention to ensure that every pupil, including those who are disadvantaged, is able to thrive academically.

The overall attendance figure for 2024-25 was 96%

The overall attendance figure for children in receipt of Pupil Premium for 2024-2024 was 95%

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.