# Pupil premium strategy statement 22-23 to 26-27
# September 2026 update
# Hanging Heaton C of E (VC) J & I School

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 | 135 |
| Proportion (%) of pupil premium eligible pupils | 13% 22/23<br>11% 23/24<br>13.2% 24/25<br>14.4% 25/26<br>22% 26/27 |
| 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)** | 22-23 to 26-27 |
| Date this statement was published | September 2022<br>September 2023<br>Updated on new documentation Nov 2023<br>September 2024<br>September 2025<br>September 2026 |
| Date on which it will be reviewed | July 2023<br>July 2024<br>July 2025<br>July 2026<br>July 2027 |
| Statement authorised by | Sally Caspell Headteacher |
| Pupil premium lead | Sally Caspell Headteacher |
| Governor / Trustee lead | Linda Whittaker |

## Funding overview

| Detail 2022-23 | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £29,780 |
| Recovery premium funding allocation this academic year | £3,480 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33,260 |
| **Detail 2023-24** | **Amount** |
| Pupil premium funding allocation this academic year | £22,794 |
| Recovery premium funding allocation this academic year - | £3,480 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £26,274 |
| **Detail 2024-25** | **Amount** |
| Pupil premium funding allocation this academic year | £24,050 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £24,050 |
| **Detail 2025-26** | **Amount** |
| Pupil premium funding allocation this academic year | £29,210 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,210 |
| **Detail 2026-27** | **Amount** |
| Pupil premium funding allocation this academic year | £29,450 |

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| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,450 |

# 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, achieve high attainment across all subject areas and are happy during their time at Hanging Heaton C of E (VC) J & I School. The focus of our pupil premium strategy is to help support both disadvantaged pupils and others to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by other 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 fundamental to our success, 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, supported by robust diagnostic assessment and observations not misconceptions that may surround 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 always 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.

Our relatively small number of Pupil Premium children means that our budget is relatively small. However, we strive to ensure that it is used to maximum benefit and where possible seeks to support both Pupil Premium and non-Pupil Premium children.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Low writing attainment for disadvantaged pupils: in Year 6 only 33% of disadvantaged pupils reached the expected standard in writing (whole-school writing at 59%). Small cohort sizes mask individual underachievement — writing is a whole-school priority. |
| 2 | Handwriting and transcription fluency still developing: kinetic letters scheme introduced last academic year using PP funding but needs further resources and sustained implementation to free cognitive load for composition. |
| 3 | Weak reading comprehension across KS2: phonics provision is strong (100% phonics pass) but comprehension needs developing; comprehension is a barrier to accessing the curriculum. |
| 4 | Persistent absence/engagement: 12% PA (persistent absentee) pupils in the whole school; attendance overall is 95.4% but disadvantaged PA is 39.1% which could impact disadvantaged pupils' outcomes and access to interventions. |

## 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 |
|---|---|
| Improved writing attainment and handwriting standards for all pupils. | KS2 reading outcomes in 2025/26 show that 33% of disadvantaged pupils met the expected standard. This needs to be improved further. Writing at Year 6 was moderated and 59% achieved the expected standard. Raising writing outcomes is a whole school priority. |
| To improve handwriting across school. | Embedding the kinetic letters handwriting scheme across school. Further handwriting improvements and improved presentation of work across all subjects. |
| To reduce the percentage of disadvantaged pupils who are PA | Reduce PA proportion among disadvantaged pupils by at least 50% year-on-year (where appropriate) and keep overall attendance above 96% for |

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| | disadvantaged pupils through tailored attendance plans and pastoral support. |

## 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: £12,504

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embed and restock **Kinetic Letters** handwriting programme from Reception upwards. CPD updates throughout the year and monitoring for all Teachers delivering Kinetic Letters. | **EEF (Education Endowment Foundation)** research identifies that "developing transcriptional fluency (handwriting and spelling) is crucial for writing development" (EEF Improving Literacy in KS1, Recommendation 6). Early motor control directly impacts later writing fluency. | 2 |
| To introduce bespoke reading comprehension strategy across all school with dedicated reading lessons daily. | EEF guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Very high impact for very low cost based on extensive evidence<br><br>EEF guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction shows positive correlation between progress and this initiative. | 3 |
| CPD on teaching reading comprehension strategies (explicit modelling, reciprocal reading, previewing, vocabulary instruction); | EEF Reading Comprehension Strategies guidance: explicit strategy teaching adds around +7 months' progress on average; emphasises modelling and careful text choice EEF: Reading comprehension strategies. | 3 |

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| incorporate daily dedicated reading lessons in KS2 and planned comprehension across curriculum topics. | | |

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

Budgeted cost: £10,296

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Hearing 1:1 readers (ETA support)<br>3 hours per ETA each week | EEF guidance emphasises building background knowledge, vocabulary instruction and talk to support both reading comprehension and writing (EEF blogs and guidance) EEF: Reading comprehension blog and Improving Literacy guidance. | 3 |

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

Budgeted cost: £6,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pastoral and SEMH support (through Headteacher and Deputy Headteacher), including small-group social and emotional learning where appropriate, referrals and liaison with external services; safeguarding monitoring. | DfE Menu of Approaches and EEF highlight social and emotional support to remove barriers and improve readiness to learn;<br>YEF/EEF signposted approaches can reduce risks and improve outcomes [DfE: Using pupil premium guidance; see sections on social, emotional and behavioural needs]. | 4 |

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|---|---|---|
| Targeted attendance support: early-identification of at-risk disadvantaged pupils, individual attendance plans, attendance officer involvement, pastoral meetings, home–school contact, and support to remove barriers | DfE guidance on using Pupil Premium and on attendance highlights attendance as a common barrier and suggests targeted strategies; the DfE Menu of Approaches recommends attendance-focused activity under Wider Strategies DfE: Using pupil premium: guidance for school leaders. | 4 |

## Total budgeted cost: £29,450

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Data shows that in 2025-2026 we have:

- 33% of Pupil Premium children achieved the expected standard in writing compared to 64% of non Pupil Premium children in Year 6.
- In Year 6 for Reading 67% of Pupil Premium children achieved the expected standard compared to 79% of non Pupil Premium.
- In Year 6 for Maths 67% of Pupil Premium children achieved the expected standard compared to 79% of non Pupil Premium.
- 100% of Year 1 Pupil Premium children achieved the expected standard in writing compared to 92% of non Pupil Premium children.
- In Year 2 20% of Pupil Premium children achieved the expected standard compared to 87% of the non Pupil Premium children.
- In Year 4 50% of Pupil Premium children achieved the expected standard in Reading, Writing and Maths compared to 71% of the non Pupil Premium children in Reading, 71% in Writing and 64% in Maths.

100% of Pupil Premium children (1) achieved GLD.

Attendance for Pupil Premium children was lower (90.9%) Non Pupil Premium attendance was 96.2%.

PA for Pupil Premium was higher (39.1%) compared to 6.4% for Non Pupil Premium pupils.

## Externally provided programmes – Not applicable

*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 |
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## Service pupil premium funding (optional) – Not applicable

| *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** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our four-year approach and will adjust our plan over time to secure better outcomes for pupils.