

Hungerford Primary School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged children.

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	Hungerford Primary School
Number of children in school	316
Proportion (%) of pupil premium eligible children	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher Mrs Lucy Smith
Pupil premium lead	Deputy Headteacher Mrs Lauren Manning
Governor / Trustee lead	Katie Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,690
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>	£144,690

Part A: Pupil Premium strategy plan

Statement of intent

At Hungerford Primary School, we strive to achieve the best for every child in our care. We believe that all our children should be able to make the best progress possible, reach their potential and succeed regardless of their background. Evidence shows that disadvantaged children can face additional challenges in reaching their potential in school and often do not make as good progress as other children.

When making decisions on the priorities for the spending of the Pupil Premium Grant, we consider the context of our school and the challenges our children face. We also recognise that not all children who are socially disadvantaged will qualify for free school meals and the Pupil Premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil that the school has identified as being socially disadvantaged. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium funded interventions at any one time. We also recognise the importance of supporting the well-being and mental health of our children is just as important as raising attainment. All our priorities are centred around meeting the needs of the whole child, including maintaining good progress for our disadvantaged children who are high attainers.

Our approach is based on high-quality teaching which is focused on identifying where disadvantaged children need the most support. By providing more high-quality teaching support for our disadvantaged children, we believe our non-disadvantaged children will also benefit so that all children will make the best possible progress and attainment in all areas of our curriculum.

The key principles of our strategy are to:

- Promote an ethos of high aspirations and attainment for all
- Ensure all children have access to an enriched and ambitious curriculum
- Deliver high quality teaching and use ongoing assessments to guide interventions
- Achieve equity in learning where barriers are addressed on an individual basis
- Develop self-esteem and confidence of identified disadvantaged children
- Build emotional regulation and reduce the impact of anxiety or trauma of identified disadvantaged children
- Improve parent/carers engagement so disadvantaged children benefit from strong home-school collaboration
- Provide opportunities for all children to access activities that nurture their talents and broaden their horizons, helping them see possibilities beyond Hungerford
- Ensure gifted and talented children eligible for pupil premium have equal access to enrichment that broadens aspirations and maximises potential

In summary, our ultimate objectives are:

- To promote high aspirations for all through an ambitious curriculum, quality teaching and equitable support that removes individual barriers
- To support disadvantaged children to develop self-esteem and confidence while building emotional regulation through a trauma-informed approach

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children:

Challenge number	Detail of challenge
1	A significant proportion of children eligible for pupil premium have additional needs including anxiety, emotional needs, learning difficulties and involvement with external Local Authority such as Children's Services. This can impact emotional regulation, behaviour and readiness to learn, which in turn results in gaps in attainment.
2	Our assessments and observations show that some children eligible for pupil premium do not make accelerated progress allowing them to reach age-related expectations or above in core subjects so the need to deliver targeted interventions across the school to address identified gaps in learning is considerable.
3	If and where home-school engagement is limited, the progress of disadvantaged children can be hindered. This includes attendance, punctuality, low aspirations for children and lack of support given for homework and school routines.
4	Some children eligible for pupil premium do not have equal opportunities to access activities that develop the whole child, which can limit the chance to build leadership and independence, as well as affect future education and employment.
5	Attendance and punctuality of children eligible for pupil premium differs. The attendance of all our children is a key priority in enabling the best progress to be made. In the year 2024-2025, the attendance was: Children not eligible for pupil premium attendance: 95% Children eligible for pupil premium attendance: 91% In Autumn 2025, the attendance was: Children not eligible for pupil premium attendance: 95% Children eligible for pupil premium attendance: 91%

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
1. To deliver targeted interventions across the school to address identified gaps in learning for children eligible for pupil premium	- Gaps in core subjects will be identified and addressed through targeted interventions (e.g. Phonics and ABC to Read), tailored to specific needs in speech, language, literacy, reading, spelling and communication - Interventions will be monitored and staff will be trained to ensure high-quality delivery - In-class interventions (e.g. Precision Teaching, Structured Reading, SNIP Spelling and Literacy and Language) will support vulnerable children in meeting their One Page Profile targets - Assessment/intervention data will show progress for all children from their starting points - Children with dual needs (SEND and pupil premium) will receive personalised provision (e.g. the use of sensory circuits and SALT sessions) - Effectiveness of interventions will be reviewed termly with next steps planned to ensure progress continues - Swings and Smiles provide tailored interventions for children with social and emotional needs where they deliver provision to ensure children grow up in 'a world where everyone has the opportunity to thrive and reach their full potential' - Broadening horizons will be shown through access to cultural, creative and intellectual opportunities beyond the standard curriculum (e.g. performing arts club and board games club)
2. To strengthen disadvantaged children's wellbeing, self-esteem and social development	- Forest School will be delivered to children eligible for pupil premium - Children will access outdoor learning opportunities that promote wellbeing, engagement, and social development - Vulnerable children will show increased confidence, independence and positive relationships in a supportive environment
3. To build emotional regulation, positive behaviour and readiness to learn, reducing trauma's impact	- Emotional wellbeing and mental health support will be embedded across the school as part of a trauma-informed approach - The 'My Happy Mind' programme will be delivered consistently across the school where children demonstrate improved emotional regulation and resilience when undertaking programme activities - Children will feel safe, supported and able to engage positively with school life - Children will access targeted emotional support which promotes wellbeing, self-esteem and social development

	• Pupil voice and feedback will show improved confidence, resilience, and positive relationships • Staff and parents/carers will report reduced barriers to learning linked to emotional needs • Staff observe reductions in behaviour incidents linked to trauma and improved engagement in lessons • Monitoring and assessment will evidence progress in children's emotional regulation, engagement and participation
4. To improve parent/carer engagement for disadvantaged children so that they can work together	• Teachers will develop positive relationships with all parents/carers of children eligible for pupil premium and share strategies with them so they are equipped to help with work at home • Pupil Premium lead will meet with all teachers during pupil progress meetings to elicit support needed and meet with targeted parents/carers to discuss children's progress • Teachers will ensure that parents/carers of children eligible for pupil premium attend parents' evening meetings and have the correct information and support to help their child • Parents/carers will be invited to workshops that explain key academic milestones, including GLD in Early Years, phonics in KS1, the MTC in Year 4 and SATs in Year 6
5. To give children eligible for pupil premium the opportunity to access activities that develop the whole child and put them on an equal footing as children not eligible to pupil premium	• Children eligible for pupil premium will participate in funded extra-curricular clubs, activities and trips (e.g. Y6 residential, Y4 residential, Science Club, Cooking Club and Gardening Club) • Disadvantaged children will show improved attendance and punctuality • Parents/carers will be empowered to explore opportunities beyond Hungerford and they will encourage their children to broaden horizons through new experiences and environments • Evidence will show increased family engagement in wider cultural, educational, and community activities
6. To ensure gifted and talented children eligible for pupil premium have equal access to enrichment that stretches their abilities and broadens aspirations	• Funding will remove barriers and support participation in ambitious opportunities (e.g. 1:1 and small group instrument lessons) • Broadening horizons will be shown through access to cultural, creative and intellectual opportunities beyond the standard curriculum (e.g. performing arts club and board games club)

Activity in this academic year

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Budgeted cost: £144,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. To deliver targeted interventions across the school to address identified gaps in learning for children eligible for pupil premium	• Employment of additional teaching staff and trained support staff to deliver targeted interventions (i.e. Structured Approach to Reading, Colourful Semantics, Wave 3 Writing and Precision Teaching) • Commissioning of a Speech and Language Therapist to assess, plan, and support children with identified communication and language needs • Purchase of structured intervention programmes (e.g. Language and Literacy interventions, KS2 Twinkl Codebreakers, spelling interventions) • Delivery of small-group and one-to-one interventions to ensure personalised support • Time allocated for staff to liaise with the Speech and Language Therapist and implement recommended strategies consistently • Ongoing training for staff to ensure interventions and Speech and Language strategies are delivered effectively	2
2. To strengthen disadvantaged children's wellbeing, self-esteem and social development	• Employment of a trained Forest School lead/teacher to plan and deliver high-quality, structured sessions • Purchase and maintenance of Forest School resources • Provision of appropriate outdoor clothing and footwear to ensure equal access for all children • Ongoing staff training to ensure safe practice and high-quality provision with the focus to: - build confidence - social skills - communication - physical abilities (gross/fine motor skills) • Maintenance and development of the Forest School area to provide a safe, engaging learning environment	1, 4

3. To build emotional regulation, positive behaviour and readiness to learn, reducing trauma's impact	• An emotional coach (Be Calm Foundation) to provide regular one-to-one therapeutic support for identified children addressing and overcoming personal challenges • Delivery of targeted emotional regulation and mental health interventions tailored to individual needs • Implementation of sensory circuits to support regulation, focus, and readiness to learn • Development and resourcing of calm, safe spaces within school for reflection, regulation, and emotional support • Purchase of sensory resources to support childrens' emotional and sensory needs • Purchase of the 'My Happy Mind' programme to promote wellbeing, resilience, and social-emotional learning across the school • Training and support for staff to embed trauma-informed strategies consistently across the school	1, 4
4. To improve parent/carers engagement, where it is currently limited, so that they can work together to ensure their children reach their potential	• Offer practical parent/carers workshops that explain key academic milestones, including GLD in Early Years, phonics in KS1, the MTC in Year 4 and SATs in Year 6 • Put on coffee morning with parents/carers which aims to empower to explore opportunities beyond Hungerford and encourage children to broaden horizons through new experiences and environments • Invite families for wider cultural, educational, and community activities	3, 4

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

Budgeted cost: £137,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of additional teaching staff and trained support staff to deliver targeted interventions £117,429 - 6 Teaching Assistants £350 - Swings and Smiles	- Interventions are observed and monitored for evidence of impact by the SENDCo - Pupil progress meetings are held termly to monitor interventions in place - Assessment data is analysed termly and alterations made by teachers to improve progress - Additional funding used for small group tutoring in phonics and maths after school ❖ Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions ❖ The use of Sensory Circuits: https://cypf.berkshirehealthcare.nhs.uk/health-and-development/sensory-processing/sensory-circuits/ ❖ The EEF Guide to Pupil Premium: https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 2, 4
The employment of a trained Forest School lead/teacher £19,571 - Forest School Teacher	- Building the skills and confidence of teachers is necessary in delivering activities successfully so the lead teacher will plan and deliver forest school to all children, as well as targeted interventions to specific disadvantaged children - Research suggests, 'a forest school experience manages the positive elements needed for risk taking: - supportive adults who don't intervene too early - encouraging children to make choices - practitioners making risks apparent to children - opportunities to keep themselves/others safe within acceptable boundaries - encouraging children to assess their own risks - encouraging parents to participate in activities - providing small achievable tasks - understanding and matching the skills to the child's ability ❖ The Benefits of a Forest School Experience for Children: https://www.forestschoolltraining.co.uk/webedit/uploaded-files/All%20Files/Research%20papers/Massey%20-%20benefits%20of%20FS%20Journal.pdf ❖ Outdoor Adventure Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 4

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

Budgeted cost: £7,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained emotional coach to deliver targeted emotional regulation and mental health interventions tailored to individual needs and the purchase of the 'My Happy Mind' programme to promote wellbeing, resilience, and social-emotional learning across the school Louis: £6,200 £1,140 - My Happy Mind Programme	Be Calm Foundation: 'Reports show that up to 1 in 6 children are now likely to have a mental health issue. The wellbeing of young people has never been more important. The discover project is designed to aid these issues and to maximise social and emotional development. 'Discover' is delivered in small groups or 1 to 1 setting. We work closely with parents/carers, SENDCo, social workers and SLT to deliver bespoke plans and goals that help support wellbeing. We deliver tailored sessions using unique and creative methods to help understand emotions, build resilience, manage anxiety, increase self-confidence and learn coping mechanisms to help cope with day to day life.' 'This programme is a targeted provision designed for children who are disengaged from education through a lack of confidence or self-esteem. We aim to build a strong rapport based on honesty and trust where we help children demonstrate more positive behaviours and help engage with their fellow peers and staff' (https://becalmfoundation.co.uk) My Happy Mind: 'This programme helps prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and school' - It is for those who 'care about developing the mental wellbeing of children' - The programme 'combines the latest research, science and technology to help children develop lifelong habits and equip them with tools to thrive in the modern world' - In the My Happy Mind 2024 National Impact report, the following statistics state: - 67% decrease in children requiring SENDCo support - 60% decrease in external exclusions - 43% decrease in CAMHS referrals (https://myhappymind.org/)	1, 4
Improve parent/carer engagement, where it is currently limited, so that they can work together to ensure their children reach their potential	❖ Parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3

Children eligible for pupil premium will participate in funded extra-curricular clubs, activities and trips (e.g. Y6 residential, Y4 residential, Science Club, Cooking Club and Gardening Club)	• Offer discounts on trips, so that families of children eligible for pupil premium can afford to send their children on residential trips	3, 4
Improving attendance is a key school priority in enabling the best progress to be made	❖ Supporting school attendance: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5
To ensure gifted and talented children eligible for pupil premium have equal access to enrichment that stretches their abilities and broadens aspirations	• Berkshire Music Trust discounts lessons, ensembles, instrument hire and exams by 70% for Pupil Premium families • Access to cultural, creative and intellectual opportunities beyond the standard curriculum (e.g. performing arts club and board games club)	3, 4

Total budgeted cost: £144,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Behaviour and attitudes to learning remained positive for the vast majority of children with no differences between that of disadvantaged and non-disadvantaged children.

Phonics screening:

19 out of 25 children not eligible for pupil premium achieved the phonic screening threshold of 32 or more in 2024, with 8 out of 9 children eligible for pupil premium achieving this. Only 1 child eligible for pupil premium did not achieve the phonics threshold. Out of the children eligible for pupil premium, 5 have SEND needs as well. Phonics will continue to be a key focus for the school next year as it plays a key part in developing fluent readers.

Attendance:

Attendance of children eligible for pupil premium has been a significant focus over the past year but the attendance of our children eligible for pupil premium was 91% compared to children not eligible for pupil premium at 95%.

Improving attendance and punctuality for all our children will be a key priority next year with parents/carers of children with persistently low attendance to have meetings with SLT with a rigorous approach to be continued.

Key strategies/activities that had a positive impact on learning outcomes for children eligible for pupil premium:

- Children eligible for pupil premium with additional SEND needs had improved access to high quality teaching and additional targeted interventions. These interventions will continue to be monitored and progress checked by the SENDCo and pupil premium lead. Advice will be given through SEND surgeries to teachers to plan in targeted support.
 - ➔ *Pupil premium lead and SENDCo will look at intervention data and attainment data to support teachers with provision.*
 - ➔ *TA training will continue to be a priority to ensure childrens' learning is maximised.*
- Children eligible for pupil premium and their families have been given support strategies from SLT in order to manage their social and mental health needs.
 - ➔ *Parent/carer courses will be held in school to support parents/carers with managing their children's behaviour at home.*
 - ➔ *Teachers will hold parent/carer workshops to enable them to better understand how to support their children at home with their homework, reading etc.*
- Families of children eligible for pupil premium have been supported through the funding to ensure that their children can attend residential trips, curriculum enhancement trips and access to the Holiday Camps held at the school.

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
None	n/a