Pupil premium strategy statement

This statement details our school's use of pupil 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	Hockering Primary Academy
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 26
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Newman
Pupil premium lead	Rebecca Newman
Governor / Trustee lead	Deborah Boldero

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9,440
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	£9,440

Part A: Pupil premium strategy plan

Statement of intent

At Hockering Primary Academy, we have the highest of aspirations and ambitions for all our pupils and believe no child should be left behind. Our aim is to diminish any differences in attainment and progress between disadvantaged children and others in our school and to ensure that, as far as possible, all barriers to achieving this are overcome.

We are working towards achieving these aims by:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson
- Providing targeted academic support for children who are not making the ex-pectedprogress
- Providing targeted intervention to challenge non-academic barriers to attainment such asattendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to ensure access to the wider curriculum

A tiered approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

- Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.
- Support for high quality teaching through trust wide CPD and sharing of best practice across our federation.
- Curriculum and Assessment: Pixl assessment and therapies are used to help children embed and use knowledge more confidently.

- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.

Tier 2: Targeted academic support

- Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support).
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.

Tier 3: Going the extra mile

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.
- Access to therapeutic interventions such as 'Drawing and Talking'.
- Ensuring that families are supported financially with educational provision materials (e.g.school uniform, additional learning materials).

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 oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from reception through the school and more prevalent among our disadvantaged pupils than their peers.
2	Assessments suggests that disadvantaged pupils generally have greater difficulties with phonics than their peers. This appears to impact more negatively on their writing rather than their reading.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Observations and discussions with pupils and families have identified social and emotional issues due to isolation and lack of enrichment opportunities during school closure.
5	Adverse childhood experiences such as: • Domestic Violence • Parental abandonment through separation or divorce

	• A member of the household experiencing mental health issues • Bereavement due to the loss of a parent

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including book scrutiny and both formative and summative assessment
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2025/26 show that at least 78% achieve the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS 2 maths outcomes in 2025/26 show that at least 79% achieve the expected standard and at least 27 % achieve the higher standard
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Qualitative data from pupil voice, parent voice and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PiXL package. Ongoing training for staff to ensure all resources are used well.	These tests benchmark children against a large PiXL cohort and provide detailed question level analysis providing insights in to the specific strengths and weaknesses of each pupil to ensure that they receive the right interventions. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3
Embedding Speech & Language interventions across the school, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund training for staff.	Speech and language intervention and other language interventions such as high-quality classroom discussion have impact on both reading and writing. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2
Provide good quality support for pupils with Social, Emotional and Mental Health issues.	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.pdf(educationendowmentfoundation.org.uk)	4, 5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support reading / writing intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	1, 2
PiXL Therapies – small group tuition targeting specific areas in maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
1:1 or small group speech and language intervention.	EEF research shows that this has a positive impact on oral language skills and reading comprehension. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Using school led tutoring to provide small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3

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

Budgeted cost: £2,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional Literacy Suppot Assistant) intervention Drawing and Talking 1:1 Counselling Sessions	Studies show that targeted counselling over a defined period can help improve children's self-esteem and reduce mental health symptoms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Extra Curricular Activities such as music lessons, clubs and school trips	Arts participation can have a positive impact on academic outcomes in other parts of the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £9,220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Cohort of 8 disadvantaged children Yr R - 6

These figures are based on teacher assessment and testing using PiXL resources and end of Key Stage papers where appropriate.

	Children achieving at the expected standard (%)	Children achieving at Greater Depth (%)
Reading	44	0
Maths	33	0
Writing	22	0
Reading / Writing and Maths	22	0
	Children achieving a pass (%)	
Phonics Check Yr 2	n/a	
Phonics Check Yr 1	n/a	

Externally provided programmes

Programme	Provider
n/a	