Hanborough Manor CE School 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	Hanborough Manor Primary School
Number of pupils in school	176 (182 last year)
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	November 2024 Updated November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Nickelson
Pupil premium lead	Sarah Craine
Governor / Trustee lead	Nick Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,500
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	£32,500

Part A: Pupil premium strategy plan

Statement of intent

Aim high, be courageous, show love and kindness.

At Hanborough Manor CE School, our aim is to ensure that every pupil, regardless of background, starting point, or ambition, is fully supported and challenged to reach their highest potential. To achieve this, we strategically utilise Pupil Premium funding to support all pupils, especially those from disadvantaged backgrounds, through the following actions:

- Equipping our staff with knowledge of each pupil's individual circumstances, strengths, and needs.
- Actively addressing and removing learning barriers that may affect individuals or groups of pupils.
- Building resilience and fostering self-belief in pupils, empowering them to shape their own futures.
- Prioritising positive mental health and well-being, so that each student thrives in a supportive and balanced environment.

Our approach centres on continually enhancing the quality of teaching and learning to address the diverse needs of all our pupils, regardless of background or circumstance. By prioritising areas where disadvantaged pupils need the most support, we aim to close attainment gaps while simultaneously benefiting all learners across the school.

Our strategies will be proactive, addressing both common challenges and individual needs through thorough assessment and tailored interventions. By building strong relationships with families from the outset, we aim to understand each pupil's needs and ensure that all staff take shared responsibility for raising expectations and improving outcomes for every child.

By implementing these actions, we create a school culture where all pupils are motivated, supported, and prepared to achieve their very best.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy which leads to limited progress. These children need to make accelerated progress across the year.
2	Poor language and communication skills due to limited early learning opportunities.
3	Lower attendance than their peers alongside not being able to access extracurricular enrichment activities

4	Fragile mental health of both pupils and parents/carers
5	Lack of resilience in pupils
6	Gaps in learning and social interaction due to limitations in early years
7	Reduced life experiences
8	Under performance against other groups of pupils
9	Service pupils emotional stability

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
To enhance the expertise and skills of teachers and support staff to foster greater engagement, raise attainment, and ensure strong progress for all disadvantaged learners.	Teachers and support staff will demonstrate improved confidence and competency in strategies targeted toward disadvantaged learners, as evidenced by increased engagement, higher attainment levels, and measurable progress in learning outcomes for these students.
To diminish the gap in attainment and progress across the core subjects between disadvantaged and non-disadvantaged pupils	Pupils will be inline with age related expectations, and the gap between PPG and non-PPG pupils in core subjects (reading, writing, maths) will reduce.
PPG pupils who are also SEND will receive timely interventions to ensure they make accelerated progress beyond expected levels.	The gap between PPG and SEND and other pupil groups will diminish, with a focus on reading, writing and maths.
PPG pupils will become more resilient and will show improved self-esteem.	Qualitative data from pupil voice, student and parent surveys and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Raising attendance of disadvantaged pupils and increasing parental engagement with school.	Identified PPG pupils will show improved punctuality at the start of the school day and parents will be given opportunities to strengthen their relationship with the school.
Increased number of PPG pupils passing the Phonics Screening Check.	The percentage of pupils passing the phonics screening check is at least in line with national expectations (82%).

All PPG pupils will have opportunities to experience life experiences through school enrichment activities.	An increase in participation in enrichment activities, including trips, residentials and clubs, particularly amongst PPG pupils.

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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the quality of teaching and learning for all children. Bespoke CPD and training identified through monitoring, learning walks, and Developmental Drop-Ins. Senior Leaders will also engage in team teaching with class teachers to ensure all pupils make significant progress in each lesson. Subject leaders will receive targeted CPD to strengthen teaching across all curriculum areas.	Teachers are effectively supporting the needs of PPG pupils in all lessons by implementing adaptive teaching strategies and Rosenshein's Principles. This approach is helping PP students make progress and close the attainment gap between PP and non-PP students. Teachers are demonstrating a deeper understanding of adaptive teaching, applying it consistently across the curriculum to ensure all learners are progressing. Intervention sessions for vulnerable students are also carefully scheduled for pre- and post-teaching, further supporting their achievement in line with their peers. Subject leaders are actively monitoring PP students' progress within their areas, ensuring consistent support. Additionally, comprehensive assessments for new students are conducted throughout the year, with targeted interventions planned to address learning gaps promptly.	1,2,6,8
Using resources including Provision Map, PiXL, and Pupil Progress Meetings, along with the identification of effective interventions, we will ensure that Pupil Premium (PP) pupils, including those with SEND, receive targeted support to achieve at least good progress in reading, writing, and maths. Staff will be deployed strategically to meet the specific needs of our vulnerable students.	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. PPG pupils will make at least expected progress in reading, writing and maths. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,6,8
To ensure all pupils in EYFS have access to high quality first teaching, particularly in communication & language and literacy, drawing on	PP children will attain in line with their peers in communication & language and literacy. All children assessed on Welcomm and progress will be evident at the end of the academic year.	1,2,6,7,8

internal and external Speech and Language expertise. £		
Release time for teachers to take part in a partner coaching model, etc. based on Rosenshein principles.	Teachers to demonstrate a better understanding of all children's needs, including PP, so that bespoke education can be delivered to all	1,5,7

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school booster, in-school intervention and tutoring groups, for specified children, including PPG to help close the gap. (ARCH, Talk Boost, school-led tutoring, PiXL targeted intervention)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | EEF (educationen-dowmentfoundation.org.uk)	1,2,3,5,6,8
Targeted Reading interventions to support vulnerable children.	PIXL interventions, ARCH readers, additional reading sessions.	1,2,3,5,6,8
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1,2,3,5,6,8
In-class support across all year groups provided by trained Teaching Assistants, delivering targeted reading, writing, and maths interventions to address the specific needs of disadvantaged pupils. TAs will conduct pre- and post-teaching sessions with vulnerable pupils to support this goal.	Pedagogical evidence shows that TA interventions can be among the most beneficial for pupil attainment, but only when TAs are well trained and properly used. *(https://assets.publishing.service.gov.uk/media/66e31878718edd81771316c5/Use_of_teaching_assistants_in_schools_research_report.pdf)*	1,2,3,5,6,8

Lunch club to be held weekly for pupils unable to complete homework tasks at home	Based on our experiences support for pupils who do not have sufficient support at home for home learning benefit from dedicated time to complete tasks	1,2,6,7,8

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants and the SENCO will use targeted interventions to ensure that PP pupils receive emotional and social support they require. • ELSA • Drawing and Talking therapy • Lego therapy • Therapeutic Story Writing	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3,4,5,7
Behaviour management strategies employed consistently by all staff. Behaviour is monitored and analysed termly.	A rigorous monitoring process and analysis of behaviour incidents leading to a reduction of incidents involving PP children over the course of the year.	3,4,5,7
PP pupils will be offered a subsidised place in Breakfast Club	PPG children's attendance will be more inline with non-PPG children.	3,4,5,7
PP pupils to have the opportunity to attend after school clubs	Previous experience has shown that children entitled to PP are not attending extra-curricular clubs and opportunities.	3,4,5,7
Identified children to access iRock music lessons to boost self-esteem and confidence.	Raise self-confidence and increase participation/motivation for targeted pupils including termly performances involving parents.	3,4,5,7
Termly 'Hanborough Heroes' sessions for Service PPG pupils, with specific activities to support their challenges I.e. scrap books, TA check ins, engage with Little Troopers	Feedback from Service families resulted in providing these opportunities.	5,9

Attendance monitoring for PP pupils including early support for families. Individual plans for families who have poor attendance including one to one opportunity with a member of staff PP attendance will be in-line with non PP pupils attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4,5
All disadvantaged pupils will be given access to all school activities including trips and residentials	PP children to be supported and given access to all opportunities within the school and the wider curriculum.	7
Forest School is provided for every year group including bespoke package for PP children.		4,5,7
Parenting courses/workshops to take place in school, or sign-posting to available courses outside of school.	Parents of PP children will attend sign-posted training sessions.	5,7

Total budgeted cost: £ 32,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Data *Year 1-6*

% of disadvantaged pupils at the expected standard – July 2025

	Reading				*Writing*				*Maths*			
Year	*PPG*	*Other pupils*	*Gap*		*PPG*	*Other pupils*	*Gap*		*PPG*	*Other pupils*	*Gap*	
1 5 chn	40% 2/5	83% 20/24	-43%		20% 1/5	83% 20/24	-63%		80% 4/5	91% 22/24	-11%	
2 5 chn	100% 5/5	69% 11/16	+31%		60% 3/5	75% 12/16	-15%		80% 4/5	81% 13/16	-1%	
3 5 chn	80% 4/5	81% 18/22	-1%		80% 4/5	81% 18/22	-1%		100% 5/5	90% 20/22	+10%	
4 1 chn	100% 1/1	70% 16/23	+30%		0% 0	74% 17/23	-74%		100% 1/1	96% 22/23	+4%-	
5 5 chn	20% 1/5	83% 15/18	-63%		20% 1/5	72% 13/18	-57%		20% 1/5	72% 13/18	-52%	
6 7 chn	57% 4/7	57% 12/21	0%		57% 4/7	71% 15/21	-14%		57% 4/7	57% 12/21	=	

The gap in maths has diminished significantly over the last few years. Gaps in lower KS2 have improved since last year due to the children moving up having had good progress when they were in KS1.. Many of our children who are pupil premium are on SEND register with learning difficulties and some have EHCPs and are working significantly below. Although the gap doesn't look like it is necessarily closing, they are making progress in areas with their individual targets on their learning plans.

% of disadvantaged pupils at greater depth standard - July 2025

	Reading			***Writing***			***Maths***		
Year	*PPG*	*Other pupils*	*Gap*	*PPG*	*Other pupils*	*Gap*	*PPG*	*Other pupils*	*Gap*
1	*0%*	*13%*	*-13%*	*0%*	*13%*	*-13%*	*20%*	*21%*	*-1%*
2	*0%*	*31%*	*-31%*	*0%*	*25%*	*-25%*	*0%*	*38%*	*-36%*

3	40%	23%	+17%	20%	14%	+6%	40%	18%	+22%
4	0%	39%	-39%	0%	35%	-35%	0%	30%	-30%
5	0%	33%	-33%	0%	24%	-24%	20%	28%	-8%
6	29%	42%	-13%	28%	42%	-14%	28%	33%	-5%

Early Years % at ARE

EYFS	July 2023		
	Reading	Writing	Number
Disadvantaged Pupils	100%	100%	100%
Other pupils	88%	88%	94%
School PPG Gap	+12%	+12%	+6%

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
One to one reading	ARCH
PiXL interventions	PiXL
Drawing and Talking	Drawing and Talking
ELSA	ELSA
School Led Tutoring	National Tutoring Programme.