

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 (updated September 2025)

Detail	Data
School name	Hunloke Park Primary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022 Adapted September 2023, 2024, 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jennifer Murphy, Headteacher
Pupil premium lead	Jennifer Murphy, Headteacher
Governor lead	Jodi McMullen, COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,155
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	£62,155

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 and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by 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 at the heart of our approach, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about 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 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

Challenges

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

Challenge number	Detail of challenge
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1	SEND: 40% of children in receipt of PP are also on the SEN register, 32% of these children are also in receipt of Inclusion funding or have an EHCP.																
2	11.1% of the pupils in receipt of PP have either previously been in care (PLAC) or are currently in care (LAC)																
3	Internal and external (where available) assessments indicate that attainment in reading and writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils (2025 data update– all PP pupils achieved at least ‘At’ the expected standards in the Y6 statutory assessments – This is not yet consistent across all year groups due to variety of needs per cohort) KS2 attainment for disadvantaged pupils 2025 % Expected standard+ Reading DFE ✓ <table><caption>KS2 attainment for disadvantaged pupils 2025 (Estimated Data)</caption><thead><tr><th>Year</th><th>School (FSM6)</th><th>School (Not FSM6)</th><th>National (Not FSM6)</th></tr></thead><tbody><tr><td>2023</td><td>35%</td><td>90%</td><td>80%</td></tr><tr><td>2024</td><td>75%</td><td>85%</td><td>75%</td></tr><tr><td>2025</td><td>100%</td><td>95%</td><td>85%</td></tr></tbody></table> On entry to Reception class in the last 2 years, Baseline assessments have shown an attainment gap between 20% and 30% in reading, writing and communication compared to all other pupils. This gap remains steady to the end of KS2.	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2023	35%	90%	80%	2024	75%	85%	75%	2025	100%	95%	85%
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)														
2023	35%	90%	80%														
2024	75%	85%	75%														
2025	100%	95%	85%														
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 85% of referrals to our Pastoral Officer and Early Help are for families in receipt of pupil premium. Over the past 2 years, 50% of referrals to the school Counsellor have been for pupils in receipt of pupil premium.																
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils. Although we have an improvement of 4.39%, we still have 21.21% of disadvantaged pupils ‘persistently absent’ in 2022-23 compared to 5.98% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’. In October 2025 we have a 10% gap between FSM and Non FSM for persistent absence.																

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 engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected 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 student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant increase in the use of restorative practice to support behaviour management.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 12.9% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£27,100.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk4 Writing and Talk 4 reading introduced and embedded consistently to ensure that all pupils are subjected to high quality discussion and age expected language and vocabulary. Tier 2 and 3 vocabulary shared with pupils and parents for all core and foundation subjects through Curriculum overviews on our website and 'Knowledge organizers' to support the pupils in class.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Monster phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1

	Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning with the use of Zones of Regulation in every class and by introducing restorative circles (including training package).	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)	2,4

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

Budgeted cost: **£15,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use WELCOMME to identify and support pupils with speech, language and communication development. Individualized targets for intervention.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Use of Lexia to support lower attaining pupils with literacy skills in KS2 including spelling and sentence structure (with purchase of program)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
The purchase of Doodle – maths online intervention to support pupils who have gaps in maths. KS2	https://doodlelearning.com/for-schools an online system that develops personal programmes to support pupils.	1

Mastering Number intervention used in KS1 and Reception to support the development of number. This is used in conjunction with our working with the MathsHub EMW.	This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
From Sep 22 - Whole staff training on behaviour management and anti-bullying approaches (restorative Practice/ Circles) with the aim of developing our school ethos and improving behaviour across school. Sanctions procedure written, approved by governors and shared with pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures including half termly attendance reviews and attendance panels with the chair of governors.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Wave 2 intervention for pupils who needs extra support with social, emotional and mental health and wellbeing, to include: ELSA Forest Schools Positive Play Lego Therapy	We have chosen well known and researched interventions for our pupils to access to support their mental health, wellbeing and social communication. https://www.elsanetwork.org/are_a_contact/derbyshire/ https://www.derbyshire.gov.uk/education/schools/attendance-	1,2,4

	behaviour-welfare/support/positive-play/positive-play-support-programme.aspx	
Wave 3 support for pupils and families with social, emotional and mental health needs, to include: Pay for pastoral support worker – 9 hours per week. Counselling	More specialist support for young people and their families with qualified practitioners delivering services.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £75,015.00

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 2023 to 2024 academic year.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils has improved (especially in upper KS2) but still lower than in their non-PP peers in key areas of the curriculum. The 'Diminishing differences report' shows a narrowing of this gap in both reading and writing. Pupil premium funding will continue to be required to support academic interventions for pupils, these will be evidence based and assessed termly.

Our assessment of the reasons for these outcomes' points primarily to the fact that we have a higher than national number of pupils that are both Pupil Premium and on the SEND register.

Attendance for all groups improved in 2023/24 from 2022/23 – the attendance for all pupils has improved by 0.6% this is an overall improvement of 1.8% since 2021/22. The biggest improvement is for our disadvantaged pupils with a total increase of 2.72% over the past two years. We will continue to work with our families using the new attendance rules set by the DFE in 2024/25. Attendance continued to improve for all groups into 2024/25.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have continued to improve since 2021/22 due to planned interventions and pastoral support. The need for these interventions especially for disadvantaged pupils is still acute and we will need to continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

Programme	Provider
Pastoral Officer	John Cooper
Counsellor	Elaine Wright