

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	Hoyle Court Primary School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	22.8% (66/289)
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Claire Thirkill</i> , Headteacher
Pupil premium lead	<i>Ben Dickinson</i> , Assistant Headteacher
Governor / Trustee lead	<i>Val Sherred</i> , Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,040

Part A: Pupil premium strategy plan

Statement of intent

At Hoyle Court, we aim to ensure equity for all of our children, including our pupils identified as disadvantaged.

Our provision is intended to meet the varying needs of our children and families, therefore the offering for our disadvantaged children and families differs and is extremely bespoke, dependent on their specific requirements. Provision for our children and families is identified following forensic diagnostic assessment by our staff and in collaboration with our families.

We continue to work to improve the attainment and progress of disadvantaged pupils with the intention that the gaps between these pupils and their peers diminish, consistently across the school. Whatever the needs of our children, Quality First Teaching is at the heart of our provision and is the bedrock of strategy for our disadvantaged children and families. Furthermore, our adult to pupil ratio is increasingly favourable with our disadvantaged children accessing adult led support at almost all times.

Our wider school focus on ensuring appropriate learning behaviours, wellbeing and involvement is particularly pertinent to our disadvantaged children. Additionality is provided via our Pupil & Parent Support Manager, Personal Development Lead and our Mental Health First Aiders, as well as through heavy investment in opportunities to develop our children's wider world experiences.

Community is the beating heart of our school. We work closely with our families to ensure that they are informed and engaged with the support that we are providing and that they are given opportunities to input into the plans made for their children.

Challenges

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

Challenge number	Detail of challenge
1	Children identified as disadvantaged do not make attainment in line with National Average and their peers. Figures from the year 2024/25 show that, for some cohorts, disadvantaged pupils make less progress than their peers by up to 2 progress points.
2	Children identified as disadvantaged have lower attendance than their peers. Over the past three years, the difference in attendance between disadvantages and non-disadvantaged pupils has been between 3.75-5.75%
3	The SEMH needs of our disadvantaged children can negatively impact their ability and readiness to learn. Our Wellbeing Tracker scores indicate a higher average score for disadvantaged pupils compared to the scores of non-disadvantaged pupils.
4	Disadvantaged children have fewer life experiences and, as a result, fewer opportunities to develop cultural capital.

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. Improved attainment and progress for our disadvantaged pupils.	Children will make accelerated progress and attainment to close the gap between them and their peers. Their attainment in reading, writing and maths will be accelerated and show better than expected progress demonstrated by improved performance in summative assessments.
2. Disadvantaged children's attendance will improve, with them attending school in line with their peers	The gap in attendance between that of disadvantaged children and National will close so that the difference in attendance of disadvantaged and non-disadvantaged pupils will be 3% or less.
3. Disadvantaged children will demonstrate strategies for managing SEMH needs and will access learning more readily	Improved attendance and attainment will demonstrate that barriers to their learning are reduced. This will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Improved scores will be noted on the whole school Well-Being Tracker with the difference in average scores of disadvantaged and non-disadvantaged pupils reducing by 10%.
4. Disadvantaged children have fewer life experiences and, as a result, fewer opportunities to develop cultural capital.	Children will take part in a range of experiences including school visits, residential trips and they will also be supported in having the right equipment and materials for school life.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading development</p> <p>The Reading leads continue to monitor and support staff in their delivery of daily VIPERS from Y2 upwards.</p> <p>The lowest attaining 20% of children are read with daily, which is recorded within Reading Records and shared with families, as well as kept within school.</p> <p>Reading areas in class are enhanced to encourage use and promote a love of reading.</p> <p>Paired reading</p> <p>New reading fluency scheme is being rolled out in years 2 & 3.</p> <p>We will work with the English hub to audit our phonics and early reading provision.</p> <p>Group reading three times weekly in EYFS & KS1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1
<p>Writing</p> <p>Following analysis of writing data, we are promoting a focus on basic writing skills including handwriting and spelling.</p> <p>Development of oracy skills through the appointment of a lead teacher for oracy. Sentence stems and oracy skills to be included across the curriculum to promote the importance of spoken language.</p> <p>Working with the support of our School Improvement Partner in order to develop staff understanding of greater depth writing.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Maths curriculum</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Including the introduction of</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	1

<p>'Number Sense' and 'Mastering Number' in order to ensure secure foundational knowledge for all pupils.</p> <p>Develop pupil's arithmetic skills by embedding weekly arithmetic and revisiting previously taught material.</p> <p>Purchase of specialist maths programme Learning By Question (LBQ) which provides pupils with timely feedback and intervention.</p>	<p>Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Additional staff are used throughout school to target small groups of children via bespoke interventions. We have an increasingly favourable staff to pupil ratio in all classes, which supports by focussing on narrowing the gaps in learning.</p> <p>Additional Staffing Support:</p> <ul style="list-style-type: none"> • A Pastoral Support Lead who is non-class based - this member of staff delivers focused interventions, addressing learning needs as they arise. This could include; academic needs, bespoke support for children with adverse life experiences and supporting individuals to comfortably access school life • A qualified Forest School Practitioner to deliver a broad range of outdoor learning to enhance the curriculum experience and develop wellbeing and involvement. 	<p>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 Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> <p>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): Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 3 and 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring and SATs booster groups for children, especially in year 6, are used to provide bespoke small group or individual support. These groups are run by teaching staff in order to provide children with a consistently high level of tuition.</p>	<p>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 Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	1
<p>Targeted support for pupils demonstrating areas of need in terms of social and</p>	<p>There is extensive evidence associating childhood social and</p>	1 and 3

<p>emotional learning from a qualified and highly skilled Pastoral Support Lead. This reduces barriers to learning and allows the children to access school in a positive manner in which they feel safe.</p>	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>High number of LSAs are used to deliver focused interventions, addressing learning needs as they arise.</p> <p>Every class in school has access to at least one support assistant who is trained in delivery of targeted interventions which may include but are not exclusive to:</p> <ul style="list-style-type: none"> • IDL – Dyslexia Support Programme • 20:20 reading • Focused coaching • Precision Teaching • Phonics Groups • Booster Groups <p>LSAs also benefit from a learning development programme to develop skills and to ensure support is deployed most effectively</p>	<p>EEF guidance provides evidence for the effectiveness of support staff when effectively deployed.</p> <p>EEF – Deployment of Teaching Assistants</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1 and 3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Brilliant Beginnings event to kickstart the year for our children.</p> <p>Involving children and families in a celebration of the new academic year together encouraged positive relationships, a broad range of life experiences for our children and encouraged our community to view school as an exciting and engaging place to be.</p>	<p>Evidence highlights that pupils' enjoyment of learning is closely linked to higher engagement, motivation, and academic progress. The Department for Education's <i>Exploring Pupils' Self-Perceptions and Views of Primary School</i> (DfE, 2008) found that a positive and enjoyable school experience promotes better cognitive and developmental outcomes. Similarly, the Education Endowment Foundation (EEF) identifies pupil motivation and engagement—both enhanced by enjoyment—as key factors underpinning effective learning and sustained progress.</p>	<p>1, 2, 3 and 4</p>

<p>Pupil Premium Pen Portraits track the progress of pupils in receipt of pupil premium funding and to ensure a comprehensive handover process at the end of each year.</p> <p>The use of Pen Portraits forms part of our Pupil Progress Meetings where teachers measure the progress of disadvantaged pupils and plan bespoke intervention to promote good progress.</p>	<p>Research and practice in UK schools show that when teachers know both the data <i>and</i> the individual story of pupils, they are better able to tailor support (Didau, 2014). Schools report that circulating pen portraits among staff improves shared understanding of needs and enables more coherent, responsive provision (DfE, 2010).</p>	<p>1, 2, 3 and 4</p>
<p>Whole School Wellbeing Tracker is used to assess pupils' wellbeing and SEMH needs. This allows class teachers and school leaders to spot patterns across classes and year groups and address these needs. Scores will also be used to measure progress over time.</p>	<p>Education Endowment Foundation (EEF) identifies pupil motivation and engagement—both enhanced by enjoyment—as key factors underpinning effective learning and sustained progress.</p>	<p>2 and 3</p>
<p>Curriculum Enrichment</p> <p>A qualified Forest School Practitioner delivers a broad range of outdoor learning to enhance the curriculum experience and develop wellbeing and involvement.</p> <p>Improved awareness of the outdoors, experiences of natural environments, physical fitness and enjoyment of P.E all enhance physical and emotional wellbeing. They also provide opportunities for children to shine and succeed, outside of the typical classroom environment.</p> <p>Children are provided with broad life experiences through visits. Visitors and residential. Where needed, pupils and their families are supported with the cost of trips e.g. through subsidised payments.</p>	<p>Evidence from UK studies shows that Forest School and outdoor learning approaches have a positive impact on pupils' wellbeing, engagement, and academic progress. Research commissioned by the <i>Natural Connections Demonstration Project</i> (Natural England, 2016) found that regular outdoor learning improved pupils' motivation, behaviour, and attainment, while also supporting personal and social development. Similarly, evaluations of the <i>Forest School initiative</i> (O'Brien & Murray, Forestry Commission, 2007) highlight gains in confidence, communication skills, and resilience—factors that directly enhance learning and wellbeing.</p>	<p>1, 2, 3 and 4</p>
<p>Designated member of staff leading on attendance to improve relationships with parents and to work closely with our attendance officer.</p> <p>Provide additional transport for pupils unable to get into school when appropriate.</p>	<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>2</p>
<p>The appointment of an AHT leading on Personal Development, Disadvantaged and Pupil Premium ensures that these areas have a high priority across school, with the staff member taking accountability for raising the profile of these among staff.</p>	<p>The Education Endowment Foundation (EEF) states that a strong PP strategy should be led by senior leaders, and emphasises that schools should use data, monitor progress and evaluate interventions as part of the tiered strategic approach.</p>	<p>1, 2, 3 and 4</p>

Total budgeted cost: £110,000

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 previous academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their outcomes to those for non-disadvantaged pupils. The data demonstrates that in some year groups, disadvantaged pupils do not make as much progress as their peers. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Intended Outcomes

Improved attainment and progress for our Disadvantaged children

- Children will make accelerated progress and attainment which is at least in line with their peers, and National Average

Current Year	Reading			Writing			Maths		
	PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference
Year 2	6.0	6.1	0.1	6.0	6.0	0.0	6.0	6.1	0.1
Year 3	6.0	6.0	0.0	6.0	5.9	-0.1	6.0	6.1	0.1
Year 4	5.0	5.9	0.9	5.0	5.8	0.8	5.4	6.0	0.6
Year 5	7.0	6.5	-0.5	5.8	6.4	0.6	6.6	6.4	-0.2
Year 6	6.3	6.6	0.3	5.0	7.0	2.0	5.0	7.1	2.1

Progress scores for 2024-25 allow us to compare average progress of disadvantaged and non-disadvantaged pupils. In some year groups, the progress of disadvantaged pupils was the same or higher than non-disadvantaged.

In addition to the analysis of reading, writing and maths data, we have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Disadvantaged children’s attendance will improve, with them attending school in line with their peers

- Disadvantaged children’s attendance will be at least 95%

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PP Attendance	94.11%	91.26%	89.93%	90.86%	92%
Non-PP Attendance	95.83%	95.14%	95.66%	94.61%	96.8%
Difference	1.72%	3.88%	5.73%	3.75%	4.8%

Attendance figures show an improvement in attendance for both PP and non-PP pupils with figures the highest they have been for a few years. However, attendance is still an area that needs development and there remains a gap in attendance figures between disadvantages and non-disadvantages pupils. The work started this year on supporting families and reduce persistent absenteeism will continue including facilitating transport for some pupils.

Increasingly positive relationships are developed with families, families are cooperative and collaborative to support their children in terms of learning and access to school

- Improved attendance at parents evening and increased engagement with online and digital communication

Attendance at parents evenings has been extremely positive with most classes having 100% of parents attending an appointment with their child’s teacher. High levels of engagement are also demonstrated by the number of parents connected to class accounts on Classdojo – most classes showing 100% of parents. This is no longer an area of concern.

Disadvantaged children will demonstrate strategies for managing SEMH needs and will access learning more readily.

- Attendance and attainment will improve, they will demonstrate that barriers to their learning are reduced. Improved scores will be noted on the whole school Well-Being Tracker.

The data demonstrated that a high number of disadvantaged pupils experience difficulties with their SEMH and score highly on our Wellbeing Tracker indicating the need for additional support. This will form one of our priorities for our pupil premium strategy for next year.

Disadvantaged children will make accelerated progress in Reading, and develop a love of Reading for Pleasure

- Children’s attitudes to reading will improve, with children accessing a wide range of texts. Their attainment in reading will be accelerated and show better than expected progress.

As the data analysis above shows, in several year groups, disadvantaged pupils make progress in line with their peers. However, this is not true yet for all year groups. Progress and attainment of disadvantaged pupils will continue to be a priority for our pupil premium strategy moving forward.

Summary of Progress

The progress made by disadvantaged pupils is tracked and forms part of termly pupil progress meetings. Where individuals have not made the expected/targeted progress, provision for these children has been provided in order to close the gap between children entitled to that funding and those who are not eligible. This additional provision is documented in the PP Assessment Overview and the PP Pen Portraits.

There is a large correlation between SEN and PP children with 29% of our PP children identified as SEN. This has some impact on overall attainment of PP pupils.

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
Classroom Secrets Annual Subscription	Classroom Secrets
Twinkl Annual Subscription	Twinkl
IDL	IDLS Group
Learning By Question (LBQ)	Learning By Questions
Purplemash	2Simple
Phonics Play	Phonics Play Ltd
Grammarsaurus	Grammarsaurus
White Rose Maths	Trinity MAT
Tapestry	Foundation Stage Forum Ltd
TTRS	Maths Circle
Literacy Shed + subscription	Education Shed Ltd
Kapow schemes of work – Geography, History, DT & PSHE	Kapow Primary

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above

What was the impact of that spending on service pupil premium eligible pupils?	As above
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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. That will include:

- We have adopted a new PSHE scheme 'The Story Project' with a focus on wellbeing and developing reading skills. This aims to raise the profile of mental health and provide pupils with tools to support their own mental wellbeing.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Investing in a subscription to Teaching Times which provides further development and resources around mental health and supporting pupils.
- Working closely with our English Hub at Burley Woodhead Primary School, we have commissioned an audit of our reading provision in order to attain funding to develop this further.
- 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 evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We used evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several 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 used the [EEF's implementation guidance](#) to help us develop our strategy and to work out which activities and approaches have a strong evidence base. We will continue to use it through the implementation of activities.

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

At Hoyle Court, we believe that all children deserve to be championed and have the opportunity to learn, develop and achieve their potential. We want to create equity for our children, enabling them to be the very best that they can be.