

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

School overview

Detail	Data
School name	South Hiendley
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.29
Statement authorised by	S Henshall
Pupil premium lead	B Higgs
Governor / Trustee lead	H Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98, 464 (2026-2027)
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

Our universal offer:

- We have high expectations and we do not make excuses for our disadvantaged pupils - We understand the main barriers many of our disadvantaged pupils face and we use strategies to reduce them.
- We use teaching strategies that are most successful for disadvantaged pupils and pupils with SEND and that also work for all other pupils.
- We use research-proven strategies to address any barriers.
- We track how well our disadvantaged pupils are getting on and we know them as people and what they need to be better.

All of our schools will:

- Front load staffing to support children in the early years and ensure that as many disadvantaged children as possible are secure in the prime areas and literacy and numeracy.
- Support disadvantaged pupils with their phonics in Reception and Year 1 that are at risk of not passing. We want 100% of our disadvantaged pupils to be successful in reaching this mark.
- Focus on lower KS2 disadvantaged pupils catch-up to ensure as many as possible are keeping up with the curriculum in all the core subjects of reading, writing and mathematics.
- Provide an enrichment offer that is wanted and used by disadvantaged pupils. Our schools will then use any further funding for community specific strategies based on the specific barriers for a significant proportion of their disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attend school less often and so miss important parts of the curriculum.
2	Not enough disadvantaged pupils acquire the early reading skills that they need quickly enough.

3	Not enough disadvantaged pupils retain the basic knowledge and skills in mathematics that they need to apply to ever more complex problems.
4	Not enough disadvantaged children achieve the expected standard at the end of the Reception year.

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
More disadvantaged children in the early years, both at the end of Nursery and the end of Reception, achieve a GLD.	More than 65%disadvantaged children achieve the expected standard in writing at the end of Reception and more than (add 5% to last year or set ambitious aim) are keeping up with the expected stage in Nursery.
More disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1.	More than 80% of disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1, all disadvantaged pupils retaking in Year 2 pass.
Attendance for disadvantaged pupils is high or improving rapidly.	Attendance for disadvantaged pupils is 95% or more.
More disadvantaged pupils achieve 25 or more in the Year 4 multiplication tables check and more disadvantaged pupils achieve the expected standard in mathematics KS2 tests.	More than 60% of disadvantaged pupils achieve 25 or more in the multiplication tables check. More than 75% of disadvantaged pupils achieve the expected standard in mathematics.
Disadvantaged pupils feel a sense of belonging in their school and develop their own talents and interests.	All disadvantaged pupils attend a club or other regular enrichment offer.

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: £49, 232 (50% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on teaching behaviour curriculum to staff	EEF indicates a moderate impact for low cost. It states that universal approaches to classroom management can All 4 help prevent disruption – but often require professional development to administer effectively so training for this is needed.	All
Phonics training for all staff	EEF indicates a high impact for a very low cost. Research shows that this needs to be a systematic approach and staff need to be trained to have the necessary linguistic knowledge and understanding.	1&2
Communication and language focus in the earl	EEF indicates a very high impact for a very low cost. We use constant training for all teachers and practitioners on how to have high-quality interactions. We also use launchpad for literacy to enable those disadvantaged children who are struggling to keep up do so. This fits wi	2&4
Physical development focus in the early years, train all and buy equipment	EEF indicates high impact for a very low cost. Physical development is integrated into wider approaches and in a play-based approach throughout both the inside	4
Mastery learning in mathematics, train all and buy equipment	EEF indicates high impact for very low cost. Teachers need good subject knowledge to be flexible on when and how to deliver the set ma	3

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

Budgeted cost: £24, 616 (25% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs	2, 3
Bespoke teaching by experienced Experienced Teacher	EEF- making best use of Teaching Assistants	2, 3, 4
RWI 1:1 tuition	Dfe approved programmes of learning for synthetic phonics	2, 4
RWI Catch Up Session	Dfe approved programmes of learning for synthetic phonics	2
Delivery of RWI Freshstart	Dfe approved programmes of learning for synthetic phonics	2
Daily Maths Catch Up	Maths Hub approved Mastery approach	3
Pre-Teaching	EEF research based document- Making best use of Teaching Assistants	2, 3
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	2

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

Budgeted cost: £24, 616 (25% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directed time for specific interventions	Provides flexible support to address individual pupils' social, emotional, and behavioral needs, supported by EEF research on social-emotional learning	All
Trust attendance lead time.	This dedicated resource allows for targeted work with 16 families to improve attendance, which is a key barrier to learning (Challenge	1
Trust EWO employed to support attendance.	EEF- Parental Engagement	1
Pastoral Care and support in school	EEF Blog- Social and Emotional Learning	All

provided by Learning Mentor.		
Behaviour improvement/incentive strategies delivered by learning Mentor	EEF-Improving behaviour in schools	All
<i>Trips, Visits, Residentials</i>	EEF- Enrichment	1

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupil premium funding
What was the impact of that spending on service pupil premium eligible pupils?	N/A

