

South Hiendley Primary School Pupil Premium Impact Statement 2025–2026

This statement details the strategic and successful use of the Pupil Premium funding of **£93,185** for the 2025–2026 academic year. South Hiendley Primary School serves a diverse community with specific socio-economic challenges and additional barriers to learning, including support for children from the Traveler community. Through a holistic approach combining high-impact targeted interventions, pastoral wrap-around care, and broader enrichment, our strategic goals were met, driving strong academic progress and social-emotional development.

Key Outcomes and Impact

1. Attainment & Academic Progress

Focused interventions were deployed to accelerate progress and close attainment gaps for our disadvantaged pupils:

- **Key Stage 2 Performance:** Disadvantaged pupils achieved outstanding results, with **83%** meeting expected standards in both Reading and Maths. The combined KS2 Reading, Writing, and Maths expected standard reached **67%** for disadvantaged pupils, closely aligning with the overall school performance of 79%.
- **Targeted Arithmetic Interventions:** High-impact, one-to-one arithmetic support enabled **33%** of disadvantaged pupils to achieve the **higher standard in KS2 Maths** (outperforming the overall cohort's 29%) and delivered a strong **105.7 average scaled score**. Additionally, **38%** achieved a perfect score (25/25) on the Multiplication Tables Check (MTC).
- **Phonics Tutoring & Catch-Up:** Prioritised, consistent phonics tutoring was crucial in closing foundation literacy gaps. By the end of Year 2, **86%** of disadvantaged pupils passed the Phonics Screening Check, aligning with the overall school result of 90%.
- **Early Years Foundation Stage (EYFS):** Disadvantaged pupils in EYFS achieved a **100% Good Level of Development (GLD)**, proving that early, targeted support successfully eliminates initial learning barriers right from the start.

2. Social, Emotional, and Pastoral Support

- **Learning Mentor Integration:** The appointment of a dedicated Learning Mentor provided a vital bridge between home and school. The mentor directly addressed social and emotional needs, provided tailored pastoral care, and actively supported families—including those within our Traveler community—to overcome attendance and readiness-to-learn barriers.

3. Cultural Capital & Personal Development

- **Enrichment and Belonging:** To raise engagement and develop unique talents, funding guaranteed that **every disadvantaged child was provided access to at least one extra-curricular club per year**. This initiative successfully broadened horizons, fostered team building, and cultivated a strong sense of school belonging and personal pride.

Conclusion

In 2025–2026, South Hiendley Primary School effectively used its £93,185 Pupil Premium allocation to dismantle barriers to learning. The multi-layered approach—combining 1:1 academic tutoring, dedicated pastoral mentoring, and inclusive enrichment—has closed key attainment gaps and ensured our disadvantaged pupils thrive academically, socially, and emotionally.