



# Hordle CE (VA) Primary 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	37 (11%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Louise Trim
Pupil premium lead	Clare Phillips
Governor / Trustee lead	Hannah Rook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,100</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

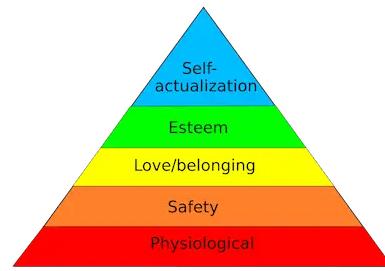
# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our school vision is 'that they may have life; life in all its fullness' John 10:10. We aspire for all our children, including our disadvantaged pupils, to have equal opportunities to thrive and to achieve. We are especially mindful of the barriers faced by our most vulnerable pupils, including those with an allocated social worker or who serve as young carers, and we design our provision to meet their individual needs.

### What are your ultimate objectives for your disadvantaged pupils?

At Hordle, we aspire for all our children to have a strong sense of belonging and connectedness. We recognise that when children feel safe and emotionally secure, they will then be most ready to learn. In line with Maslow's hierarchy of need, we prioritise well-being and strong relations as the foundation for school attendance and academic readiness.



Our ultimate goal is for all disadvantaged pupils to leave Hordle equipped with the essential skills and confidence to become successful, lifelong learners. To achieve this, we aim to:

- deliver a curriculum rich in personal development and cultural capital;
- prioritise reading skills and a love of literature;
- ensure pupils master core writing skills, including transcription, to access the full breadth of the curriculum;
- set high expectations in mathematics, fostering deep understanding and resilience;
- champion excellence in teaching across all subjects, recognising the pivotal role of high-quality teaching in closing the attainment gap.

Finally, we recognise that the best chances of success are when we consider a 'team around the child' approach. We therefore recognise the importance of working in close

collaboration with families and seeking advice and support from a wide range of agencies in order to secure the best possible outcomes for all learners.

### **How does your current Pupil Premium Strategy work towards achieving these objectives?**

Our current Pupil Premium Strategy places a strong emphasis on improving attendance, underpinned by the belief that **“Every Day Counts.”** We collaborate with families and professionals to remove barriers to regular school attendance and engagement.

Our Pupil Premium Strategy is informed by evidence-based frameworks including:

- The Education Endowment Foundation (EEF) Teaching and Learning Toolkit
- Working Together to Improve School Attendance
- Improving Educational outcomes for Disadvantaged Children (DFE 24-25)

We implement a three-tiered approach:

- **High-Quality Teaching** – ensuring excellence in every classroom
- **Targeted Academic Support** – tailored interventions based on individual needs
- **Wider Strategies** – addressing social, emotional, and practical barriers to learning

### **What are the Key Principles of Your Strategy Plan?**

Our plan aims to be responsive to the challenges faced by our pupil premium pupils and will be rooted in both robust diagnostic assessment, data analysis and pupil voice. We believe the approaches we have adopted will help all pupils to excel and to reach their full potential.

To ensure the plan is effective, we will:

- set ambitious goals for all disadvantaged pupils;
- act swiftly to provide early intervention;
- deliver personalised support through a range of targeted strategies;

- embed a whole-school ethos where every member of staff shares responsibility for pupil premium outcomes;

## Challenges

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

Challenge number	Detail of challenge
1	Data analysis indicates that the attendance of pupil premium children is lower than non-pupil premium children. In-depth analysis indicates that whilst the gap between PP and non-PP attendance existed in all year groups (2024 – 2025), the gap was wider for Years 4, 5 and 6 in the previous academic year.
2	Whilst the school has worked exceptionally hard to address persistent absence and has seen significant impact with this, in the academic year 2024 – 2025, 31% of the school's disadvantaged pupils were persistent absentees.
3	Using both external and internal tracking systems, it is also noted that the 42 PP pupils in 2024 – 2025 had an authorised absence of 7.8% which was higher than non-pp.
4	Internal and external assessments indicate that phonics attainment for pp pupils (60%, 3 of 5 pupils) in 2024 – 2025 was lower than non-pp (95% of 38 pupils). However, there is additional context around this. The previous year, 100% of PP pupils passed the phonic screening check. We will therefore continue to closely monitor the progress and attainment of PP pupils in phonics, including those with SEN.
5	In our bid to set aspirational goals for all pupils, internal and external data analysis of mathematics attainment indicates that greater depth mathematics could be higher for both pp and non-pp at the end of Key Stage Two.
6	Our internal tracking systems indicate that we need to continue to target the engagement of pupil premium families in accessing all aspects of school life: Reading Challenge, Learning Reviews, Exit Points, etc.

## 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
Improve the attendance of disadvantaged pupils in order to close the attendance gap	Sustain improved attendance of disadvantaged pupils by 2028 demonstrated by: <ul style="list-style-type: none"><li>the overall unauthorised absence rate for all pupils will be no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced by 3%.</li></ul>
To reduce the number of disadvantaged pupils who are also persistent absentees	Sustain improved attendance of disadvantaged pupils by 2028 demonstrated by: <ul style="list-style-type: none"><li>the gap between disadvantaged persistent absentees and non-disadvantaged persistent absentees will close over time with the gap being no more than 10% lower than their peers</li></ul>
To improve the phonics attainment for disadvantaged pupils at the end of Year 1	Phonics outcomes in 2025/2026 will show that at least 75% of disadvantaged pupils meet the expected standard for phonics.
To improve the number of disadvantaged children securing greater depth maths at the end of Key Stage 2	Key Stage 2 maths outcomes in 2025/2026 will show that more than 30% of disadvantaged pupils meet the greater depth standard in maths.
To improve parental engagement for disadvantaged pupils	Internal tracking systems will indicate an increase in parental engagement.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
For the Attendance Team to run CPD for all teaching staff on whole school approaches to raising standards of attendance and strategies to support for all pupils, including disadvantaged	<p><i>'Celebrating good attendance can reinforce positive habits and reduce persistent absence'</i> – DFE – Securing Good Attendance and Tackling Persistent Absence, 2022</p> <p><b>Working Together to Improve School Attendance</b>  <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</a></p> <p><b>EEF: Supporting School Attendance</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	1, 2, 3 (Attendance, Persistent Absentees and Authorised Absence)
All class teachers will receive termly coaching for their disadvantaged pupils	<p><i>'Instructional coaching has the highest average impact of any form of CPD'</i> – EEF, Effective Professional Development, 2021</p> <p><b>EEF: Effective Professional Development</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3, 4, 5, 6
Invest in high quality training and support from the local authority to further enhance the professional development of all teachers in securing more greater depth mathematicians	<p><i>'Equipping the workforce with high-quality training has been linked with improving pupils' outcomes.'</i> Ofsted Independent Review of Teachers' Professional Development, 2024</p> <p><b>EEF: Effective Professional Development</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	5 (Greater Depth Maths)
The development and enhancement of maths teaching and curriculum planning in line with our own internally organised review (supported by HIAS). We will fund the release of the maths co-ordinator and maths planners to ensure the further refinement of planning which is consistent across the school	<p><b>DFE: Maths Guidance KS1 and KS2</b>  <a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p>	5 (Greater Depth Maths)
To ensure high quality professional development in	<p><b>Ruth Miskin Leadership Guidance</b>  <i>High quality professional development for staff is essential to ensure fidelity to the</i></p>	4 (Phonics)

the teaching of Read Write Inc phonics programme and the release time to ensure the consistent implementation of the programme across the school	<i>Read Write Inc programme and to secure the best outcomes for all pupils, Ruth Miskin Training Leadership Guidance, 2024</i>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group, targeted interventions to meet the specific needs of disadvantaged pupils with SEN. Interventions include: FirstClass@Number, Power of 2 and Success@arithmetic	<p><i>'Pupils who received FirstClass@Number made on average 2 additional months progress in maths' EEF, The first trial of FirstClass@Number, 2018</i></p> <p><b>EEF: Special Educational Needs in Mainstream Schools</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	5 (Greater Depth Maths)
Extending school to include a greater depth challenge booster group from Year 4 for targeted pupils	<p><i>Tutoring was effective when it was well-planned, targeted and supplemented classroom practice. After school delivery was particularly successful when pupils were carefully selected and supported' DFE – Independent Review of Tutoring, 2023</i></p> <p><i>Targeted before and after school programmes – particularly for disadvantaged or lower attaining pupils – can support progress' Sutton Trust toolkit and EEF</i></p> <p><b>EEF: Extending School Time</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	5 (Greater Depth Maths)
One to one and small group tuition for pupils in need of additional, targeted supported delivered in addition to and linked with regular RWI lessons.	<p><b>EEF: Targeted Academic Support Guidance</b></p> <p><i>Evidence consistently shows the positive impact that targeted, academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. EEF, Targeted Academic Support Guidance, 2021</i></p>	4 (Phonics)

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

Budgeted cost: £3,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
The creation of an Attendance Team to carry out at least half termly in-depth attendance analysis, identifying children at risk of poor attendance, patterns and the implementation of timely interventions which are then delegated to all staff.	<i>'Improving attendance is everyone's business. It cannot solely be the preserve of a single member of staff or team. It must be embedded across the school culture.'</i> – DFE, <i>Working together to Improve School Attendance</i> , 2024  <b>EEF: Supporting School Attendance</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	1, 2, 3 (Attendance, Persistent Absentees and Authorised Absence)
To ensure access to breakfast club and/or soft start if required as part of a personalised plan	<b>EEF: Breakfast Club Provision</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-review/free-school-breakfast-provision">https://educationendowmentfoundation.org.uk/education-evidence/evidence-review/free-school-breakfast-provision</a>  <b>EEF: Magic Breakfast</b> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1, 2, 3 (Attendance, Persistent Absentees and Authorised Absence)
To allocate keyworkers to support children's social and emotional needs if required as part of a personalised plan	<i>'Schools that assign staff to work directly with disadvantaged pupils – including pastoral leads and mentors – report improved engagement and reduced absence.'</i> DFE Guidance <i>Effective Support for Disadvantaged Pupils</i> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf</a>	1, 2, 3, 6
To increase parent engagement through hosting workshops, exit and entry points and various other parental engagement opportunities.	<i>Parents play a crucial role in supporting their children's learning and levels of parental engagement and consistently associated with better academic outcomes</i> , EEF, <i>working with Parents to Support Children's Learning</i> , 2021	6 (Parents)

**Total budgeted cost: £ £60,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils - GLD Summer 2025 (1 pupil)

<b>EYFS GLD</b>	Hordle disadvantaged GLD	Hordle NON- disadvantaged GLD	National Disadvantaged GLD	National NON-disadvanta- ged GLD	Hordle Percentile RANK
Summer 2025	100%	+19.5%	+48.6%	+28.5%	<b>1st</b>

### Outcomes for disadvantaged pupils - Phonics Summer 2025 (5 pupils, 1 with EHCP)

<b>Year 1 PHONICS</b>	Hordle disadvantaged GLD	Hordle NON- disadvantaged GLD	National Disadvantaged GLD	National NON-disadvanta- ged GLD	Hordle Percentile RANK
Summer 2025 (3/5)	60%	-35%	-6.8%	-23.4%	<b>62nd</b>
Internal data shows (5/7)	71%				

### Outcomes for disadvantaged pupils - MTC Summer 2025 (8 pupils)

<b>Year 4 MTC</b>	Hordle disadvantaged GLD	Hordle NON- disadvantaged GLD	National Disadvantaged GLD	National NON-disadvanta- ged GLD	Hordle Percentile RANK
Summer 2025	24.5	+1.5%	+5.1%	+2.9%	<b>4th</b>

## Outcomes for disadvantaged pupils - End of Key Stage Two Summer 2025

<b>2025 EXPECTED STANDARD</b>	<b>RWM Expected Standard</b>	<b>Reading Expected Standard</b>	<b>Writing Expected Standard</b>	<b>Maths Expected Standard</b>	<b>SPAG Expected Standard</b>
Hordle School <b>ALL PUPILS (42)</b>	79%	86%	88%	88%	86%
HORDLE School Disadvantaged (10)	88.9%	88.9%	100%	88.9%	88.9%
HORDLE School Non-disadvantaged (32)	+16.2%	+4.1%	+15.2%	+1.0%	+4.1%
National Disadvantaged	+41.6%	+25.7%	+40.7%	+28.4%	+29.2%
National Non-Disadvantaged	+20.1%	+8.4%	+21.9%	+8.7%	+10.5%
Hordle Percentile RANK	<b>6th</b>	<b>15th</b>	<b>1st</b>	<b>13th</b>	<b>13th</b>

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.

The data demonstrated that disadvantaged children performed well at the end of Key Stage 2 at expected standard and in many cases disadvantaged pupils actually performed at least in line, if not higher than non-disadvantaged pupils. At greater depth standard, there was a slight gap for greater depth mathematics. At GLD and MTCs again disadvantaged pupils performed well. The only gap identified was for Year 1 Phonic Screening Check but it must be noted that there is added context for this.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at local and national level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the following areas should be considered next year:

- Attendance of disadvantaged pupils in order to close the gap between disadvantaged and non-disadvantaged
- Phonics results for disadvantaged pupils, including disadvantaged pupils with SEN
- Greater depth maths for all pupils, including disadvantaged pupils

Our evaluation of the approaches delivered last year would indicate that disadvantaged pupils do exceptionally well academically by the end of Key Stage 2 despite some Key Stage Two disadvantaged pupils having slightly lower attendance than non-disadvantaged pupils. Attendance will form part of the strategy for 25 - 26.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Let's Think in English	Kings College, London
Reading Plus	Reading Plus
1stClass@Number	Edge Hill University Every Child Counts
Success@Arithmetic	Edge Hill University Every Child Counts
Alpha2Omega	Pearson Schools
Catch up Literacy	Catch up Literacy
Power of 2	1, 2, 3 Learning
Acceleread, Accelewrite	The School Psychology Service