

Pupil premium strategy statement – Hook Lane Primary School

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	2024-2025 - 448 2025-2026 - 446 2026-2027 -
Proportion (%) of pupil premium eligible pupils	2024 - 2025 - 68 pupils - 15% 2025-2026 - 77 pupils - 17% 2026-2027 -
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025 November 2026 November 2026
Statement authorised by	Joy Sheekey Headteacher
Pupil premium lead	Steph Hill Deputy Headteacher
Governor / Trustee lead	Charlotte Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-2025 - £98,940 2025-2026 - £112,705 2026-2027 -

Pupil premium funding carried forward from previous years	2024-2025 - £0 2025-2026 - 2026-2027 -
Total budget for this academic year	£3,183,228

Part A: Pupil premium strategy plan

Statement of intent

At Hook Lane, we are committed to ensuring that every child, regardless of their background or financial circumstance, has the opportunity to thrive academically, socially, and emotionally. Our Pupil Premium strategy is focused on closing the attainment gap and enriching the educational experiences of all eligible pupils.

We aim to provide a rich and engaging curriculum that is carefully designed to be relevant to the lives and experiences of our pupils. This curriculum not only aligns with high academic standards but also reflects the diverse community we serve, promoting inclusivity and cultural awareness.

To bring learning to life, our strategy includes enhanced opportunities for educational trips and visits that connect directly with our learning themes. These experiences enable pupils to develop a deeper understanding of their learning by immersing them in real-world contexts, broadening their horizons, and fostering curiosity and engagement.

Additionally, we prioritise the use of high-quality core texts that are intricately linked to our learning themes. These texts are chosen to inspire a love of reading, enrich vocabulary, and spark meaningful discussions while supporting pupils in making connections across subjects.

Through this approach, we aim to nurture well-rounded, confident learners equipped with the knowledge, skills, and experiences they need to succeed both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<u>PP outcomes</u> Disadvantaged children (y1-y6) reaching the expected standard (or above) at the end of last academic year (2023-2024) Reading - 51% Writing - 46% Maths - 48% 38% of pp children achieved combined.

	1% of pp children (1 child) achieved GDS combined.
2	<u>SEND</u> 22% of our pp children are also SEND (2024-25) 31% of our pp children are also SEND (2025-26)
3	<u>Parental engagement</u> Broadly speaking, parents of pp children engage less in their child's education. Without strong home-school communication and support, children may miss out on vital reinforcement and encouragement, leading to gaps in learning, lower motivation, and disengagement.
4	<u>Attendance</u> During 2023-2024, 29.2% of our pp children (19 pupils) were persistently absent from school. 35.4% were at risk of persistent absence (23 pupils). During 2024-2025, 25.9% of our pp children (15 pupils) had persistent absence and 31% were at risk of persistent absence (18 pupils). So far this year, 21.1% of our pp children (16 pupils) have been persistently absent from school and 15.8% (12 pupils) are at risk of persistent absence.
5	<u>EAL</u> 29% of our pp children are also EAL. (2024-25) 26% of our pp children are also EAL. (2025-26)
6	<u>Enrichment</u> Pupil Premium children could be at a disadvantage in learning due to limited access to enriching experiences outside of school, such as extracurricular activities and cultural events. These opportunities are essential for developing skills and broadening perspectives, and without them, the attainment gap between Pupil Premium children and their peers may widen.

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 outcomes for pp children	Increase % of pp chn achieving EXS & GDS
Improved outcomes for pp with SEND	Increase % of pp chn with SEND
Improved attendance for pp children	Decrease in the percentages of pp children being persistently absent or a risk of persistent absence.

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: £52,278.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller class sizes in year 6 with target pp children placed in the smallest class. 2 additional teachers to staff smaller class sizes including an 'overlap' day to ensure continuity for children.</i>	Increased Individualised Attention: Teachers can focus more on the specific needs of disadvantaged pupils, providing tailored support and feedback. More Opportunities for Participation: Pupils have greater chances to ask questions, share ideas, and clarify misunderstandings during lessons. Targeted Interventions: Teachers can implement personalised interventions during lessons, ensuring gaps in understanding are addressed promptly. Improved Classroom Relationships: Teachers can build stronger connections with pupils, fostering trust and understanding of individual learning styles and challenges. Enhanced Peer Support: Pupils have better opportunities for collaborative learning in smaller groups, allowing for mutual support and peer-to-peer teaching. Quicker Identification of Learning Gaps: Teachers can more easily monitor progress and identify areas where additional help is needed. Live Feedback: Children receive more in-the-moment feedback which can be acted on immediately, especially in relation to writing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2
<i>Writing CPD programme during the Autumn 1 term</i>	3 staff meetings in Autumn 1 focused on writing will allow for spaced learning, giving teachers the opportunity to try, reflect upon and evaluate their practice. Writing will also be the focus for SLT day during the Autumn term and an INSET will be given to writing in Spring 1, giving leaders the opportunity to keep coming back to the writing curriculum.	1
<i>Challenge CPD programme during the Autumn 2 term</i>	A focus on 'challenge for all' in our weekly CPD for Autumn 2 provides a series of sessions to look at challenge, what that looks like in classrooms, and how to ensure we are getting the best from our children. https://researchschool.org.uk/durrington/news/the-fundamentals-of-challenge-expectations-and-cognitive-load	1, 2
<i>Technology for Diagnostics and Assessment</i>	Implement software tools that help in identifying learning gaps and tracking progress in reading, writing, and maths. Technology aids in personalising learning activities based on individual needs. <i>EEF</i>	1, 2
<i>Technology-Enhanced</i>	Use of language learning software to supplement traditional learning methods, catering specifically to EAL students. <i>EEF</i>	5

Language Learning		
Additional actions for 2025-26		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 5 has been split three ways this year to support the increased proportion of pupil premium pupils working below the expected standard</i>	As above *4 adults (including DHT) supporting target group in Y5 lower set	1,2
<i>Enhanced timetable in Y5&6</i>	An hour is devoted to Reading, Writing & Maths every day, ensuring children can make sustained progress in all core subjects over their final 2 years at Hook Lane	1,2

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

Budgeted cost: £43,721.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ACE mentor programme - currently trialling with year 6 pupils with the view to rolling it out more widely next academic year</i>	Personalised Goal Setting: ACE tutors work closely with pupils to set achievable and meaningful attendance targets, fostering a sense of ownership and accountability. Regular Check-Ins: Weekly 1:1 sessions provide consistent encouragement and support, helping pupils stay focused on their attendance goals. Building Positive Relationships: The mentoring relationship creates a trusted adult connection, offering pupils a sense of belonging and motivation to attend school. Customised Rewards System: Pupils are incentivised through tailored rewards for meeting attendance milestones, encouraging consistent attendance. Addressing Barriers to Attendance: Tutors can identify and help address specific challenges (e.g., transport, anxiety, or family circumstances) that may be preventing pupils from attending regularly.	4

	Boosting Confidence and Engagement: Regular academic and personal support from a mentor helps pupils feel more confident in their abilities and more eager to engage with school. Reinforcing the Value of Education: Mentors emphasise the importance of attendance for academic progress and future opportunities, helping pupils and families see its significance. Monitoring and Accountability: Progress is tracked closely, enabling immediate interventions if attendance patterns decline. Celebrating Success: Pupils experience positive reinforcement through celebrations of their achievements, building self-esteem and reinforcing good habits. Parental Engagement: Mentors can communicate with parents to share progress and collaborate on strategies to support consistent attendance.	
<i>Interventions planned to target pp children who need to make accelerated progress</i>	Mastering Number (y4) Delivered by a Qualified Teacher: The programme is led daily by a qualified teacher who uses their expertise to deliver high-quality, focused teaching that builds pupils' understanding of number concepts and develops their mathematical fluency. Morning Sessions for Maximum Focus: Taking place first thing in the morning, the sessions take advantage of pupils' peak concentration levels, ensuring they are engaged and ready to absorb new concepts. Strong Emphasis on Number Sense: The programme prioritises developing a deep understanding of numbers, patterns, and relationships, laying a strong foundation for more advanced mathematical learning and enabling pupils to make rapid progress. Lexia Personalised Learning Pathways: Lexia adapts to each child's individual reading level, providing targeted instruction in key areas such as phonics, vocabulary, comprehension, and fluency. This ensures pupils receive the support they need to close specific gaps quickly. Engaging and Interactive Format: The programme uses engaging, interactive activities to keep children motivated and actively involved in their learning, leading to consistent practice and steady progress. In school/at home: The programme can be used at home to further support reading development. This is especially useful for our KS2 children who have 1:1 devices. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia IXL club Personalised Learning: IXL identifies each child's gaps in knowledge and adapts the content to provide targeted practice in areas they need most, ensuring focused and effective learning. Senior Leader Support: With a senior leader present during the sessions, pupils benefit from expert guidance, immediate	1, 2

	feedback, and additional support to deepen their understanding and tackle challenges. Consistent and Focused Practice: Taking place twice a week, the club provides regular opportunities for pupils to consolidate their skills in a structured environment, promoting steady and accelerated progress in both maths and English. https://www.eschoolnews.com/newsline/2024/01/01/ixl-math-meets-every-student-succeeds-act-essa-tier-1-requirements-in-randomized-control-trial-conducted-by-johns-hopkins-university/	
<i>1:1 volunteer readers for target pupil premium children who do not read and home/need to make accelerated progress</i>	https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf	1, 2
<i>Programme to support EAL chn who are new to English</i>	Flash Academy programme https://flashacademy.com/primary-schools/	5
Additional actions for 2025-26		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Atom Learning for all pp children</i>		1,3,4
<i>ELSA programme</i>	Schools implementing ELSA programmes report improvements in social-emotional skills, which correlates with academic progress, especially for disadvantaged children. (Educational Psychology Service reports)	2,3
<i>ACE tutoring now in place for pp children in Y5&6</i>	Independent evaluations by ImpactEd and internal assessments have highlighted notable improvements in academic outcomes and student engagement.	1,3,4
<i>Homework Club</i>	Homework club places have been allocated to targeted PP children, providing them with support from a qualified teacher.	1,2
<i>Chn accessing RP for English & Maths</i>	Two children without RP placements are now accessing the Resource Provision for their daily English and Maths lessons, ensuring they receive support matched to their individual learning needs.	1,5

<i>Reading Plus for chn in Y3-5</i>	The Reading Plus programme provides targeted, adaptive reading support that enables Pupil Premium children, particularly those who are EAL, to make accelerated progress. Teachers and TAs work 1:1 with targeted PP children to hear them read aloud, providing immediate feedback and tailored support. They also carry out pupil conferences to review and analyse the data generated by the programme, helping to identify strengths and areas for development. This combined approach strengthens reading fluency, comprehension, and confidence, ensuring disadvantaged learners receive personalised support to achieve their full potential.	1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ACE mentor programme - currently trialling with year 6 pupils with the view to rolling it out more widely next academic year</i>	Personalised Support and Goal Setting: ACE mentors work with pupils to set clear, achievable goals for both attendance and behaviour, fostering a sense of responsibility and commitment to improvement. Positive Role Modelling: Regular 1:1 mentoring provides pupils with a trusted adult who offers guidance, encouragement, and consistent reinforcement of positive behaviour and attendance habits. Collaborative Monitoring and Rewards: Mentors collaborate with teachers and parents to track progress and implement tailored rewards systems, creating a motivating environment that celebrates improvements and encourages sustained success.	4
<i>Improved parental engagement through a programme of whole school home visits and regular check-in phone calls specifically aimed at pupil premium children</i>	Building Stronger Relationships: Home visits and phone calls foster trust and communication between school staff and families, creating a partnership that supports the child's learning and well-being. Personalised Support: These interactions provide an opportunity to understand the specific needs, challenges, and circumstances of each family, allowing for tailored support and resources to improve engagement and learning outcomes. Empowering Parents: Regular check-ins help to inform parents about their child's progress and provide guidance on how they can best support their child at home, boosting confidence in their role as partners in education. Identifying Barriers to Learning: Home visits enable school staff to identify any external factors (e.g., family issues, lack of resources, or transport challenges) that may be affecting a child's learning, allowing for targeted interventions to address these issues.	3

	https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement	
<i>Enriching trips/visits programme for all children</i>	Broaden Life Experiences: Trips to London museums, galleries, parks, farms, and zoos expose pupils to new environments and real-world learning, expanding their knowledge and cultural awareness. Enhance Learning: Experiential learning through trips reinforces classroom lessons, making subjects like history, science, and geography more tangible and engaging. Build Confidence: Residential trips and outings provide opportunities for personal growth, teamwork, and independence, boosting self-esteem and social skills. Reduce the Attainment Gap: Access to enriching experiences helps level the playing field, providing Pupil Premium children with the same opportunities for growth and exploration as their peers. Funding: Wherever possible, the school /PTA funds trips and visits for disadvantaged pupils to ensure they do not miss out.	6
<i>Free pp places for children to access paid after school clubs including Rock Steady, art club, cooking club, coding club, football/multi-skills.</i>	https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/ https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	6
Additional actions for 2025-26		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Atom Learning for all pp children</i>	EdTech - Atom helps moderately reduce the attainment gap, particularly by helping pupils practise “at their own level” which builds confidence.	6
<i>Neuro ninjas</i>	Using Neuro Ninjas from Action Your Potential provides targeted, evidence-informed coaching that supports the wellbeing of our Pupil Premium pupils. The programme helps children understand how their brains work, develop emotional regulation strategies, and build positive habits that strengthen resilience and self-confidence. By improving pupils’ capacity to manage stress, focus, and engage positively with learning, the Neuro Ninja approach directly supports their overall wellbeing and contributes to better outcomes both in and beyond the classroom.	4

Total budgeted cost: £98,940

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

Disadvantaged children (y1-y6) reaching the expected standard (or above) at the end of last academic year

Reading - 51%

Writing - 46%

Maths - 48%

KS2 SATs

38% of pp children achieved combined.

1% of pp children (1 child) achieved GDS combined.

Statutory Assessments

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	62	63%	● At or above	61%	56th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	62	13%	● At or above	8%	82nd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	63	48%	● Above (significant)	34%	79th
Phonics Screening Check	% of pupils passing in Year 1	62	74%	■ Below	~ 80%	27th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	58	57%	■ Below	68%	15th

2024-2025

Disadvantaged children (y1-y6) reaching the expected standard (or above) at the end of last academic year

Reading - 48%

Writing - 52%

Maths - 43%

KS2 SATs

64% of pp children achieved combined.

Statutory Assessments

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	60	73%	● At or above	62%	79th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	60	7%	■ Below	8%	53rd
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	61	69%	● Above (significant)	37%	95th
Phonics Screening Check	% of pupils passing in Year 1	54	80%	● At or above	80%	41st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	57	72%	● At or above	68%	60th

2025-2026

Disadvantaged children (y1-y5) reaching the expected standard (or above) at the end of last academic year

Reading - 65%

Writing - 55%

Maths - 61%

KS2 SATs

50% of pp children achieved combined.

Statutory Assessments

Key Results - 2025-2026						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	63	78%	🔵 Above (significant)	63%	85th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	63	8%	🟡 Below	9%	58th
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	60	55%	🟢 At or above	~ 44%	75th
Phonics Screening Check	% passing in Year 1	58	81%	🟡 Below	~ 82%	40th
Early Years Foundation Stage	% achieving a Good Level of Development	54	69%	🟡 Below	~ 72%	30th