Pupil premium strategy statement – Hambridge Community Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	107
Proportion (%) of pupil premium eligible pupils	17% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	01/09/26
Date on which it will be reviewed	31/08/27
Statement authorised by	Leanne Hall
Pupil premium lead	Leanne Hall
Governor / Trustee lead	Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,540

Part A: Pupil premium strategy plan

Statement of intent

At Hambridge Community Primary School we provide a high quality of education for all our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education.

The school has selected to target academic support, emotional support, behaviour support as well as other tangible and practical measures such as school uniform subsidy and help with educational trips.

Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Challenges

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

Challenge number	Detail of challenge
1	School readiness is unavailable to some pupils which affects attendance, self-esteem, readiness to learn and long-term prospects.
2	Home learning is unavailable to some pupils which increases the disparity with peers. Intervention teaching is required for some pupils to ensure accessibility due to low starting points. This affects long-term prospects.
3	The detriment of living in a rural area, isolation.
4	Physical and emotional issues.
5	Provision of Wrap Around Care

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
Enable all children to be ready to learn in an equitable position to peers (school uniform, resources, extended school provision).	All children will be ready to learn in an equitable position to peers.
Enable all children to have access to high quality support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD).	All children will have access to high quality support for teaching and learning in school and at home.
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (Music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise).	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.

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.

Ready to Learn – Priority 1

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform	Attendance equity with non- PP children at school particularly in the first and last few weeks of term/school year. Peer equity participation in sport and swimming lessons.	1

	Feeling part of the school community and equal to her peers.	
Provide reduced rate places for wrap around care through breakfast club and after school club (Woodpecker).	Attendance increased and a reduction of late marks. Concentration is improved throughout the day with fewer behavioural issues. Reading and homework is completed with supervision. Children have working parents (modelling aspiration).	1

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

Budgeted cost: £13300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading intervention	PP children achieve at least as well as their peers. Phonic test pass rate above national average. Embedded reading for pleasure habit from a young age.	2
1:1 Support - Focussed, individualised educational plan outside of the classroom for children who are not yet meeting age related expectations.	PP achieve at least as well as their peers.	2
Child focussed support for PP children for challenging behaviour. Staffing permits children to be removed which ensures peers continue to access	Fewer episodes of challenging behaviour. Children learn how to self- regulate more frequently. All children continue to access learning of quality and at pace.	1, 2

learning of quality and pace.		
Maths & English booster groups for Y5/6 pupils (Below expected attainment for their potential)	PP achieve at least as well as their peers. PP pupils at age related expectations by the time they leave primary school.	2
Continue to invest in an online safeguarding recording system.	Attendance increased, reduced late marks. Children's focus is improved showing parity with peers. Behaviour issues do not impact negatively on learning and progress.	2,3
Subscribe to home learning resources (TT Rockstars, Numbots)	Self-motivated pupils ready to progress having learning habits embedded from an early age. Scrutiny of data through ELGs, phonics testing, KS1, multiplication and KS2 statutory testing show parity with peers. Pupil progress meetings show parity with peers.	2,3
Invest in books and online reading provision. Provide an inviting reading area in YR and Y1 classrooms. Additional material to ensure all books are phonically decodable.	Avid readers from the very first days of entering our school. Readers are learners and learners are readers is evident for all pupils. All groups of children are inspired to write well which has been modelled through high quality texts.	2,3
School Trips - To increase exposure of pupils to modern Britain. All children, including PP children, have the opportunity to experience cultural and educational opportunities alongside their peers.	High attendance during trip or visit periods. Equity between peers. Language (vocabulary) and cultural development is increased. Enthusiasm for diversity and modern Britain. An engagement with the topic which feeds through to the classroom and beyond. Possible increased aspiration for future lives is evident in conversation.	2

High quality homework and strong engagement with families.	Provide a range of high-quality learning opportunities for children to help further their learning and close attainments gaps for PP pupils. PP pupils will have the option to participate in homework clubs and receive adult support outside of normal school hours.	2

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

Budgeted cost: £4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated staff member trained in ELSA.	School-based LSA to support the emotional needs of pupils from within school using their own resources	4
All children, including PP children, are able to access additional lessons and an incentive to ensure they can swim 25metres before leaving the school.	Equity between peers Increased water confidence and self confidence which is evident through conversation, skills and ability assessments.	3, 4
All children, including PP children, are exposed to the arts. Knowledge of modern Britain is increased. Children have an increased awareness of future opportunities after school, College and university. PP children will have access to music tuition.	Language (vocabulary) and cultural development is increased. Enthusiasm for diversity and modern Britain. An engagement with the arts which feeds through to the classroom and beyond into the community. Increased aspiration for future lives is evident in conversation. Children have the opportunity to learn an instrument through specialist teachers.	2, 4

Behaviour Intervention: SEMH Nurture Groups	Behaviour interventions seek to improve attainment by reducing challenging behaviour.	1, 2

Total budgeted cost: £ 19,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Pupil Premium and Service Premium 2025-2026

Impact

Each area funded or subsidised through pupil premium and service premium has been assessed against one or more of these five elements: aspiration, attendance, exclusion rates, statutory results and swimming results. Here is a summary of each element showing the impact of this funding:

Aspiration

This is the most challenging area to quantify. However, anecdotal evidence clearly shows an increased awareness of career opportunities from the earliest of ages in school. Questioning has taken place through one to one conversations, through curriculum work in PSHE and via the School Council.

	Hambridge	National
Attendance		
Whole school attendance	95%	94.08%
Unauthorised absence	1.1%	1.59%
Swimming		
% swim 25m	95% of Y6	No data available
Exclusions		
Fixed term	1	No data available
Permanent	0	No data available
Statutory results		
Good Level of Development (YR)	91%	65%
Phonics screening (Y1)	88%	75%
Multiplication test %	89%	
Writing (Y6)	100%	71%
Maths (Y6)	100%	73%
Reading (Y6)	95%	73%
SPaG (Y6)	100%	72%
Combined RWM	95%	59%

Key Stage 2 Disadvantaged Children

Data for disadvantaged Year 6 pupils in July 2026 reveals the following:

Number of children working at the expected standard or above (out of 4 pupils):

Reading – 4 pupils (of which 3 exceeded the standard)

Writing – 4 pupils (of which 2 exceeded the standard)

Maths – 4 pupils (of which 2 pupils exceeded the standard)

SPAG – 4 pupils (of which 3 pupils exceeded the standard)

SPAG – 2 pupils – both exceeded expected level

Externally provided programmes
Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	www.ttrockstars.com
Numbots	play.numbots.com
Spelling Shed	www.edshed.com
Twinkl Phonics	www.twinkl.co.uk/resources/twinkl-phonics

Service pupil premium funding (optional)

We use the same principles and methods for our Service Pupil Premium funding and outcomes.

Further information (optional)

Rationale

The Hambridge Pupil Premium Strategy will enable Pupil Premium and Service Pupil Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding.

Here is the impact of some of our provision:

Intended outcome	Impact
Enable all children to be ready to learn in an equitable position to peers (school uniform, resources, extended school provision).	**Breakfast Club/Afterschool Childcare** Funding was made available so that wrap around care could be offered at a reduced rate to Pupil Premium families. This will continue in 26 -27. **School Uniform** Pupil premium pupils, who are in financial difficulties, are offered missing items of school uniform free of charge. The school will continue to offer this in 26-27
Enable all children to have access to high quality support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD).	**Phonics Interventions** Phonics interventions have successfully been implemented in 25-26 with children benefitting from a personalised intervention programme with between 2 and 5 additional sessions weekly. 88% of children passed phonics in year 1 last year – 50% (1/2) passed who were pupil premium. Interventions will continue in 26-27 for children in Year 1 and for any Key Stage 2 children who did not pass when in Year 1 or Year 2 and some SEN children in KS2. **Maths interventions** Maths interventions have seen pupil premium children benefitting from a personalised intervention programme with between 2 and 4 additional sessions weekly. The outcome of the Year 4 multiplication check in 25-26 was 89% scoring 20 or greater (there is no published pass mark for the multiplication check) for all children in Year 4. 100% of PP children passed the check. **Maths interventions** Maths interventions have seen pupil premium children benefitting from a personalised intervention programme with between 2 and 4 additional sessions weekly. 100% of pupils in Y6 reached the expected standard.
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age	**Residential Financial Support** 100% of pupil premium children attended all class trips in 2025-26, including the Year 6 residential trip in

(Music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise).	June 2026. Although not all trips were subsidised, funding was made available to families and agreements made by the Headteacher (+ Pupil Premium Lead). This financial support will remain in place for 26-27 due to allocating PTFA funding for other necessary purchases **Music Lessons** Instrument lessons individually and in small/whole class groups. School paid for one PP child to have piano lessons. **Sport** Sport – team and individual sports and competitions, inter school championships, high quality after school sports clubs, professional coaching for PE lessons in school, introduction to sports they may not experience at home.