Pupil premium strategy statement – Hurst Green 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	416
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Wilson
Pupil premium lead	Simon Rees
Governor	Grace Smyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£99,990

Part A: Pupil premium strategy plan

Statement of intent

At Hurst Green Primary School, we are committed to ensuring that every pupil, regardless of their background, can achieve their full potential. Our Pupil Premium Strategy is designed to address the barriers faced by our disadvantaged pupils, including those eligible for free school meals (FSM), previously looked-after children (PLAC), and other vulnerable groups.

Vision

Our vision aligns with our school's core values of Respect, Equity, Aspiration, Collaboration, Responsibility, and Compassion. We believe that all pupils deserve a high-quality education that equips them with the skills and knowledge necessary for lifelong success.

Objectives

The primary objectives of our Pupil Premium Strategy are as follows:

- **Raise Educational Attainment:** We aim to close the achievement gap between disadvantaged pupils and their peers by providing targeted academic support and high-quality teaching.
- **Enhance Wellbeing and Personal Development:** We recognise that emotional and social wellbeing are critical to academic success. Our strategy includes initiatives to support the mental health and resilience of our pupils, fostering a positive school culture.
- **Increase Parental Engagement:** We will actively involve parents and guardians in their children's education, ensuring they are informed and engaged in the learning process.
- **Develop Tailored Learning Experiences:** Our SEND provision will be fully established to support pupils with complex needs, ensuring that all pupils receive a tailored learning experience that meets their individual requirements.
- **Foster Leadership and Responsibility:** We will empower our pupils to take on leadership roles within the school, promoting autonomy, aspiration, and responsibility.

Implementation and Monitoring

Our strategy will be implemented through a collaborative approach, involving staff, governors, and external partners. Monitoring will occur through half-termly reviews of Insight data, attendance dashboards, and pupil progress meetings, with findings reported termly to governors.

Success Indicators

Success will be measured through:

- Improved academic outcomes for disadvantaged pupils, evidenced by assessment data.
- Increased engagement in school activities and parental involvement.
- Positive feedback from pupils, parents, and staff regarding wellbeing initiatives.
- Enhanced leadership opportunities for pupils.

By focusing on these key areas, we aim to create an inclusive and supportive environment that enables all pupils to thrive, ensuring that our Pupil Premium funding has a meaningful and lasting impact on the lives of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	In 2025, disadvantaged pupils at the end of KS1 achieved above LA and national figures. Therefore, our focus now moves to Year 3 and Year 4, where disadvantaged pupils are less likely to meet age-related expectations than their peers.
2	Our most able disadvantaged pupils are not reaching their full potential in their KS2 assessments.
3	Pupil Premium pupils' absence is higher than non-pupil premium absence, including persistent absence.
4	PP pupils are more likely to struggle with their mental health and wellbeing.
5	Parental engagement is lower for disadvantaged pupils, especially in terms of support with reading for pleasure at home and attendance at school events such as parents' evenings.

Intended outcomes

The table below 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
An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading by the end of Key Stage 1. From 2025/26, an increased proportion of disadvantaged pupils will meet the age-related expectations in Reading and Writing by the end of Year 4.	Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check (including Y2 recheck). End of KS1 Reading assessments evidence that disadvantaged pupils have reached age-related expectations in reading in line with non-disadvantaged pupils.
Quality first teaching of English	End of Year assessments evidence that disadvantaged pupils have reached age-related expectations in reading and writing in line with non-disadvantaged pupils.
Improvement in attainment for more able disadvantaged pupils at the end of Year 6 in Reading and Writing.	Assessments, book scrutiny and observations show an improvement in writing skills. KS2 English outcomes in 2026-27 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.
Attendance is in line with non-disadvantaged peers, in particular persistent absenteeism.	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2026.
Disadvantaged pupils demonstrate improved wellbeing.	Improvement as measured by the school's wellbeing survey and a reduction in behaviour referrals.
The proportion of Pupil Premium parents attending school events and participating in home–school engagement activities matches that of non-Pupil Premium parents by 2026.	Monitored improved attendance at parents' evenings etc. Targeted parent voice surveys to PP parents.
To develop a culture of Reading for Pleasure and engagement in reading for disadvantaged pupils.	Observations, pupil voice and parent voice will demonstrate a higher level of engagement and a higher reported level of enjoyment of reading.

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.

Budgeted cost: £49,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching. Learning from the success of early reading interventions at KS1 will directly inform our lower KS2 provision through continuous phonics-to-comprehension progression and consistent use of guided reading strategies. Subject leadership time to further develop teaching and learning in all subjects. Continue to support staff with aspects of adaptive teaching. Introduction of a new SEND assessment approach (AAT tracker) to monitor small steps of progress for PP/SEND pupils. Internal and external training for staff, including self-directed National College courses.	Firmly embedded on the principle of quality first teaching. EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' A UK-based qualitative study (2025) examined how teachers enact adaptive teaching in the classroom, emphasising negotiation, shifting of power, flexible repertoires and responsiveness to students (Brill, Scottish Educational Review, Volume 57). Staff have positive views on using a more flexible approach to CPD using National College, choosing webinars and training to suit the needs of the children they teach and their own skillset. National College has won over 14 major awards for its training.	1, 2
I Am a Clever Writer approach to teaching writing. Deliver whole-school INSET on I Am a Clever Writer to launch a consistent approach to writing. Implement coaching and CPD to strengthen pedagogy and ensure consistent practice. Implement a whole-school circular phonological approach to spelling. Hold termly pupil progress meetings focused on writing, using Insight data to identify gaps and track Pupil Premium progress. Monitor Pupil Premium writing provision and interventions to ensure precision and impact. Implement targeted teaching to increase the proportion of pupils achieving Greater Depth in Year 6 writing.	A consistent approach to teaching writing, rooted in the I Am a Clever Writer framework, will strengthen teacher subject knowledge and ensure high-quality modelling, feedback, and progression. Precise use of assessment data will enable early intervention and targeted support. The impact will be evident in improved quality, accuracy and stamina of writing, greater independence, and a narrowing of the attainment gap for disadvantaged pupils. This approach is supported by The Writing Framework (DfE, July 2025). It aligns in the following ways: sequenced skill development, breaking writing into manageable steps; moving from transcription to composition (handwriting/spelling, sentence, text); oral composition and spoken language before writing; and a focus on quality not quantity, avoiding premature long pieces.	1, 2
Greater Depth in Reading and Writing at KS2. Staff to work with other schools to moderate and share practice. Developing a culture of aspiration through school vision and values. Use of tracking systems and regular pupil progress meetings to address barriers to attainment.	Studies have shown that setting high expectations and aspirations for all pupils, especially those from disadvantaged backgrounds, can lead to improved academic outcomes. When pupils believe they can achieve at higher levels, they are more likely to engage with their learning and strive for excellence. The Education Endowment Foundation (EEF) highlights that interventions aimed at raising aspirations can lead to significant improvements in educational attainment, particularly for disadvantaged pupils (EEF, 2021).	2
Strengthen Reading Provision and Promote Reading for Pleasure. Evaluate current reading provision and plan targeted action. Monitor and improve provision for the lowest 20% of readers through structured intervention. Embed a strong culture of reading for pleasure across the school. Strengthen parental involvement in reading.	The Reading Framework (DfE, July 2023) advised that "Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary… Further, pupils who read regularly report heightened levels of social and emotional wellbeing." This approach not only improves literacy skills but also fosters a love for reading, builds confidence, and enhances overall academic performance. The ownership of books has been shown to significantly enhance pupils' engagement in reading. Research indicates that when pupils have access to their own books, it positively influences their reading habits, motivation, and overall literacy development. Sources: DfE (2023) The Reading Framework; Ofsted (2023) Research Review Series: English; National Literacy Trust (2022) Children and Young People's Reading in 2022; OECD (2021) Reading for Change: Performance and Engagement Across Countries.	1, 2, 5

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

Budgeted cost: £37,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual interventions. Monitor and improve provision for the lowest 20% of readers through structured intervention. Teaching Assistants are each responsible for a specific intervention, which they monitor and assess.	Small group tuition has an average impact of four months' additional progress over the course of a year (EEF small group tuition). Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one (EEF one to one tuition) and in small groups.	1, 2
Mental health and wellbeing. Ensure pastoral programmes, e.g. ELSA and Drawing for Talking, target suitable Pupil Premium pupils. Individual therapeutic support (external providers) to support three children. Behaviour support practitioner appointed (HLTA) for five hours per week to provide targeted behaviour support, including PP children.	The evidence overwhelmingly supports the idea that mental health and emotional wellbeing are closely linked to academic attainment in children. Promoting mental health through school-based programmes, social-emotional learning, mindfulness, and parent support not only helps children manage their emotions and behaviours but also improves cognitive functions, focus, and engagement, which in turn enhances academic performance. This highlights the importance of integrated approaches that address both academic and mental health needs for the holistic development of children. Sources: Mental Health as a Predictor of Academic Success, The Lancet Psychiatry (2019); Early Mental Health Support and Academic Performance, Institute of Education, UCL (2017); Social-Emotional Learning and Academic Performance in the UK, EEF (2019).	3, 4

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

Budgeted cost: £12,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing with the Inclusive Attendance approach. Monitor and analyse attendance data, identifying trends and key groups including Persistent Absentees (PA) and Pupil Premium. Implement early intervention processes to prevent attendance decline. Promote belonging and purpose through the We're Here, We Belong campaign. Work collaboratively with the Local Authority and other partners. Introduce attendance mentors to provide targeted support for PA and at-risk pupils. Embed meaningful attendance incentives focused on belonging and contribution.	Inclusive Attendance training delivered by Wayne Harris, an experienced expert in improving attendance in challenging circumstances (www.inclusive-attendance.co.uk). The evidence clearly indicates that disadvantaged pupils face numerous challenges that contribute to lower attendance rates. Addressing these disparities requires targeted interventions and support systems that consider the unique barriers faced by these pupils. Implementing an inclusive attendance approach can significantly improve attendance rates among disadvantaged pupils by addressing their unique needs and barriers. By fostering a supportive environment, engaging families, and providing targeted interventions, schools can create a culture of attendance that benefits all pupils. Sources: DfE (2023) School Attendance in England; EEF (2021) The Impact of Absence on Educational Outcomes; DfE (2023) Working Together to Improve Attendance.	3, 4, 5
Increased parental engagement. School to create a three-year strategy to promote parental engagement and communication, including a new website and social media channels. Strengthen parental involvement in reading. Enhance parental engagement through the PINS project and ongoing communications strategy. Parents invited into school more frequently in order to improve their engagement in their children's learning. Improved parental engagement, particularly in reading and attendance, will	Increased parental engagement has a profound impact on pupils' learning and overall educational outcomes. Research consistently demonstrates that when parents are actively involved in their children's education, it leads to improved academic performance (DfE, 2023), better attendance rates (DfE, 2023) and support for learning at home (EEF, 2023). Sources: DfE (2023) Factors Influencing Primary School Pupils' Educational Outcomes; EEF	3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
reinforce literacy outcomes and contribute to the reduction of persistent absenteeism.	(2023) Working with Parents to Support Children's Learning.	
Other financial support and access to enrichment. Subsidised trips and residentials; uniform; holiday clubs; music tuition; a free book from the book fair.	Parents have commented that they are very grateful for contributions towards school uniform, trips and holiday clubs which they would otherwise be unable to afford.	3, 4, 5

Total budgeted cost: £99,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had in 2024-2025.

EYFS outcomes

	Disadvantaged	Non-disadvantaged
Pupils	4 (0% SEND)	56 (16% SEND)
Hurst Green: achieved GLD	0 of 4 pupils	66.1%
Dudley: achieved GLD	48%	66.2%

End of Year 1 phonics screening check

	Disadvantaged	Non-disadvantaged
Pupils	4 (1 pupil with SEND)	56 (4 pupils with SEND)
Hurst Green: expected standard	75% (3 of 4 pupils)	87.5%
Local Authority	65.3%	81.5%
NCER National	66.8%	83.4%
DfE West Midlands Region	65.7%	82.7%

No disadvantaged pupils took the phonics screening check in Year 2.

End of KS1 attainment

	Disadvantaged	Non-disadvantaged
Pupils	10 (70% SEND)	50 (17.3% SEND)
Reading: expected or above (greater depth)	80% (10%)	80% (27%)
Writing: expected or above (greater depth)	70% (0%)	73% (22%)
Maths: expected or above (greater depth)	60% (10%)	78% (24%)
LA reading / writing / maths	44.7% / 30.7% / 40.6%	67.6% / 57.2% / 68%

End of KS2 outcomes, summer 2025

	Disadvantaged	Non-disadvantaged
Pupils	18 (11.1% SEND)	44 (15.9% SEND)

Expected standard, Hurst Green and national:

Expected standard	Hurst Green: disadvantaged	Hurst Green: non-disadvantaged	National: disadvantaged	National: non-disadvantaged
RWM combined	61.1%	64.4%	47.3%	68.8%
Reading	72.2%	68.9%	63.1%	80.3%
Writing	66.7%	75.6%	59.3%	78.1%
Maths	83.3%	84.4%	60.5%	80.2%

Expected standard, regional and local authority:

Expected standard	Regional: disadvantaged	Regional: non-disadvantaged	LA: disadvantaged	LA: non-disadvantaged
RWM combined	48.7%	67.6%	44.3%	68.4%
Reading	64.6%	80.5%	60.8%	80.2%
Writing	60.4%	76.7%	57.9%	78.5%
Maths	62.5%	80%	60.2%	79.8%

National figures are from NCER; regional figures are DfE West Midlands.

Review against intended outcomes

Intended outcome	Success criteria	Actual outcomes
An increased proportion of disadvantaged pupils will meet the age-related expectations in Reading by the end of Key Stage 1.	Quality delivery of phonics teaching into guided reading. Above average achievement in the phonics screening check (including Y2 recheck). End of KS1 Reading assessments evidence that disadvantaged pupils have reached age-related expectations in reading in line with non-disadvantaged pupils.	75% of disadvantaged pupils passed the phonics screening check, compared to 66.8% nationally and 65.3% in Dudley. 80% of disadvantaged and non-disadvantaged pupils achieved age-related expectations in reading.
Improvement in attainment for more able disadvantaged pupils at the end of Year 6 in Reading and Writing.	Assessments, book scrutiny and observations show an improvement in writing skills. KS2 English outcomes in 2024-25 show that disadvantaged children met the high score/greater depth standard in line with their non-disadvantaged peers.	0% of disadvantaged pupils achieved greater depth in writing; 22.2% achieved a high score in reading, compared to 31.1% of non-disadvantaged pupils. A new approach to writing aims to close this attainment gap.
Attendance is in line with non-disadvantaged peers, in particular persistent absenteeism (33.8% of PP pupils were persistently absent in 2023-24).	Improved attendance for our disadvantaged children brings them in line with our non-disadvantaged children by 2025.	Persistent absence was 36.1% for disadvantaged pupils (22 pupils missed 19+ days) compared to 9.2% for non-disadvantaged pupils (27 pupils missed 19+ days). Some of the pupils with the lowest attendance are now involved with Early Help, where improving attendance is a key target.
To achieve and sustain the mental health and wellbeing of all pupils.		
Parents of pupil premium children engage with school in the same way as non-pupil premium parents.	Monitored improved attendance at parents' evenings etc. Targeted parent voice surveys to PP parents.	There were no gaps between the attendance of parents at school events, such as parents' evenings. Key families were contacted separately. No targeted parent voice survey took place due to a number of other surveys being distributed.
To develop a culture of Reading for Pleasure and engagement in reading for disadvantaged pupils.	Observations, pupil voice and parent voice will demonstrate a higher level of engagement and a higher reported level of enjoyment of reading.	All disadvantaged pupils were able to choose their own book from the book fair. Disadvantaged pupils were represented on the reading council. Teaching and support staff read at least weekly with every disadvantaged child across the year. This led to more disadvantaged pupils making above average progress than non-disadvantaged pupils (22% vs 15%).

Externally provided programmes

Programme	Provider

Further information (optional)