



PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the school's Pupil Premium Policy

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

Summary

Detail	Data
School name	Hewens Primary School
Pupils in school	376
Proportion (%) of pupil premium eligible	24.5%
Academic year or years covered by our strategy	2025-2026
Publish date	01 September 2025
Review date	31 August 2026
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Kingsley Thomas, Headteacher
Governor lead	Zainab Jamil, Chair of Local Advisory Board

Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£139,380 (based on 92 eligible pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139,380

Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Hewens Primary School. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our pupils are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium learners also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The school's statement of intent can be read in detail in its [Pupil Premium Policy](#)

Challenges

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

In-school barriers (issues to be addressed at school level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap.
B	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work.
C	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance: attendance rates of PP children are lower than that of their peers.
E	Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all pupils and Hewens Pupil Premium learners.
B	Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age.
C	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
D	Attendance of disadvantaged children to be better than national averages.
E	A greater number of parents attend consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.
F	Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

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.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (80%)	July 26
Progress in Writing	Achieve national average progress scores in KS2 Writing (80%)	July 26
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (80%)	July 26
Phonics	Achieve national average expected standard in PSC (75%)	July 26
Other	Improve attendance of disadvantaged pupils to be at least 96%	July 26

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.

Teaching priorities for current academic year (CPD, recruitment and retention)

Measure	Activity	Evidence that supports this approach
Priority 1	<p>Maintain extremely high standards in Phonics.</p> <p>Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.</p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i></p> <p>EEF Teaching and Learning Toolkit October 2023.</p>

<p>Priority 2</p>	<p>Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Tapestry.</p>	<p><i>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</i> EEF Teaching and Learning Toolkit October 2023.</p>
<p>Priority 3</p>	<p>Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. This will also include the mentoring of new staff.</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all learners and has a particularly positive effect on children eligible for the Pupil Premium.</i> EEF Guide to Pupil Premium.</p>

Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.

<p>Projected spending</p>	<p>£ 55,000</p>
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Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

Measure	Activity	Evidence that supports this approach
<p>Priority 1</p>	<p>Interventions in literacy and numeracy for disadvantaged pupils.</p>	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p>

		<p><i>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics.</i></p> <p>EEF Teaching and Learning Toolkit October 2023.</p>
Priority 2	Targeted group intervention for PP children across Early Years to KS2 for pastoral care.	Pupils have been identified and recommendations made through Rowensbrook Training Centre to conduct group interventions for these pupils to ensure that they manage their feelings and emotions.
<p>Barriers to learning these priorities address: In recent years, we have seen an increase in the number of pupils who struggle to control their emotions and require support. This often disrupts lessons and they are not able to grasp concepts. If their emotional needs are addressed, pupils will focus and learn with less disruptions.</p>		
Projected spending	£ 45,000	

Wider strategies for current academic year (attendance, behaviour and wellbeing)

Measure	Activity	Evidence that supports this approach
Priority 1	<p>PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home.</p> <p>All classes implement the Zones of Regulation and support the children in improving their personal development skills.</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</i></p> <p>EEF Teaching and Learning Toolkit October 2023.</p>

<p>Priority 2</p>	<p>PP children to receive extra support for their learning through small group tuition in after school boosters. PP children will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</i> EEF Teaching and Learning Toolkit October 2023.</p>
<p>Priority 3</p>	<p>Improve attendance and reduce persistent absence for PP pupils. Keep in contact continually with parents /carers of PP pupils whose attendance falls below 96%. Additionally receive support from the Attendance Team to support disadvantaged children with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i> The Department for Education (DfE), 2022.</p>
<p>Priority 4</p>	<p>Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc....</p>	<p><i>The EEF has tested a number of interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i> EEF Teaching and Learning Toolkit October 2023.</p>
<p>Barriers to learning, these priorities address: Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.</p>		
<p>Projected spending</p>	<p>£45,000</p>	

Total budgeted cost: £145,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes - pupil performance overview for last academic year

Measure	Score
Reading – Were pupils able to achieve the expected level or greater in Reading comprehension skills as outlined in the national curriculum objectives for Reading in KS2?	KS2 - 84.2 % (National was 75%)
Writing - Were pupils able to achieve the expected level or greater in Writing as outlined in the national curriculum objectives for Writing/English in KS2?	KS2 - 75.4 % (National was 72%)
Maths - Were pupils able to achieve the expected level or greater in maths arithmetic and reasoning as outlined in the national curriculum objectives for Mathematics in KS2?	KS2 - 92.9 % (National was 74%)

Review: last year’s aims and outcomes (review of 2024/2025 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (CPD, recruitment and retention)	
Maintain extremely high standards in Phonics.	Year 1: 84.4% Average Point Score: 34.7

<p>Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.</p>	<p>All relevant staff, including new members, received up-to-date training, ensuring the phonics programme is delivered effectively and consistently across the team.</p>
<p>Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence.</p>	<p>GLS: 91.7%</p> <p>All relevant staff, including new team members, have received comprehensive and up-to-date training in the latest EYFS Framework and Tapestry. This ensures a consistent, high-quality approach to early childhood education, fostering an enriched learning environment that supports the developmental needs of every child.</p>
<p>Professional development, training and support. Focused CPDs to improve the quality of teaching and learning from good to outstanding. This will also include the mentoring of new staff.</p>	<p>Focused CPD sessions enhanced teaching and learning, with effective mentoring ensuring new staff are well-supported and integrated into the team.</p>
<p>Targeted academic support for current academic year (tutoring, one to one support, structured intervention)</p>	
<p>1: 1 interventions in literacy and numeracy for disadvantaged pupils.</p>	<p>Intervention sessions were held for disadvantaged pupils, before and after the school day and during the half-term holidays, in a concerted effort to narrow learning gaps."</p>
<p>Targeted group intervention for PP children across Early Years to KS2 for pastoral care.</p>	<p>Targeted group interventions were implemented across Early Years to KS2, specifically to support PP children experiencing trauma, anxiety, and related challenges, providing essential pastoral care to promote their well-being and learning.</p>

Wider strategies for current academic year (attendance, behaviour and wellbeing)	
<p>PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home. All classes implement the Zones of Regulation and support the children in improving their personal development skills.</p>	<p>All pupils were able to talk about their emotions and apply strategies to manage their feelings and emotions through the SCERTS and the implementation of the Zones of Regulation. We have seen a massive improvement in pupils' behaviour and witnessed less disruptions in class. However, more pastoral support is needed as a part of the bigger picture in supporting pupils' well-being.</p>
<p>PP children to receive extra support for their learning through small group tuition in after school boosters. PP children will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science.</p>	<p>Data spreadsheets will be used to highlight the performance of Pupil Premium (PP) pupils in comparison to their peers, in order to identify gaps in knowledge and attainment. This approach is expected to support the closing of these gaps over time, throughout the academic year.</p>
<p>Improve attendance and reduce persistent absence for PP pupils. Keep in contact continually with parents /carers of PP pupils whose attendance falls below 96%. Additional buy in from Participation Team to support disadvantaged children with poor attendance.</p>	<p>The Headteacher had regular meetings with the Participation Officer to discuss PP attendance, focusing on persistent absenteeism and lateness. Daily reports were produced by the school's attendance/welfare officer detailing the absence of PP children and the reasons. The Headteacher closely monitored these reports to determine if further support was needed. When necessary, families were referred for additional support through the Early Help Assessment (EHA).</p>
<p>Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc.</p>	<p>Personalised invitations sent to PP parents, guardians, and carers have resulted in increased participation in workshops and information events—such as Stay and</p>

	Read and Phonics sessions—thereby strengthening home-school relationships and supporting pupil progress.
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday from 3:35 to 4:15 pm to ensure consistency and impact. INSET days should be strategically planned and used for focused, high-quality professional development activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	The Trust has hired staff for pastoral care and targeted interventions for these pupils to lessen the workload on staff.
Wider strategies	PP pupils and/or their parents, guardians and carers do not engage with the additional provisions	Use pupil voice to inform and shape provision, ensuring that activities and opportunities align with pupils’ interests and needs.