



Pupil premium strategy statement Hoo St Werburgh Primary School and The Marlborough



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	542 whole provision 455 main school plus nursery 87 The Marlborough
Proportion (%) of pupil premium eligible pupils	25.4% 125 both Main and the Marlborough 97 Main School 28 The Marlborough
Academic year/years that our current pupil premium strategy plan covers.	3 years 2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lorraine Boffa (Head of School) & Emma Poad (Executive Headteacher)
Pupil premium lead	Lois Banks (Head of Inclusions and Pastoral Services)
Governor / Trustee lead	Anne Costidell (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,375 – both provisions Main school = £146,955

	The Marlborough = £42,420
Recovery premium funding allocation this academic year	This year - £0 Last year - £0 Main school - £0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£146,955- main school

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- Our aim is to use this funding for a significant educational and emotional impact on the lives of the socially disadvantaged pupils in our school community.
- PPG will be used to provide additional educational and/or emotional wellbeing support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow gaps between the progress and achievement of these pupils with their peers.
- The school will endeavour to use the additional funding to address any underlying inequalities between children eligible for PPG and their peers.
- The school will use the funding to offer opportunities to our children and families to ensure that eligible children do not miss out on cultural capital opportunities being offered by the school.

Current Strategy:

- The current strategy is an evidence based approach focusing on the provision of high quality teaching within our Universal Offer to children, targeted interventions and emotional wellbeing as well as supporting eligible families with the costs associated with some of the cultural capital opportunities being offered by the school.
- Bespoke and targeted support for children through staff training and CPD.
- Diagnostic assessments will be used to pinpoint which targeted interventions need to be implemented and we will continue to support emotional wellbeing via our wellbeing team and supporting trips and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PPG Children Gaps have been identified between PPG and non-PPG children in some year groups with significant majority of Yr 6 PPG within this group.
2	Language and Communication skills A high proportion of our Reception, Year 1 and Year 2 cohort are disadvantaged with suspected Speech and Language difficulties.
3	Attendance Attendance figures are below 90% for disadvantaged pupils.
4	Retention of learning Leading to pupil attainment outcomes for PPG children being on average lower than the rest of the cohort. Focused PiXL interventions for disadvantaged pupils to support reading and maths.

Commented [LB1]: Mention in aims below- look at how many children were supported with S+L etc

Commented [LB2]: Use SEF to answer. Attendance figures to PPG to Non-PPG. Hopefully gap would have narrowed

Commented [LB3]: Data of interventions led last year and the outcomes from it. How many PPG children attended groups? How many children tipped ARE that are PPG due to interventions?

5	Enrichment Activities Our discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment due to lack of cultural capital issues e.g. finance, geographical location and interests.
---	--

Commented [LB4]: Data for PPG children attending enrichment/clubs.
Visitors in?
Funded residential trips (partially)
Partially funded school trips and sports activities

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	-To ensure disadvantaged pupils are identified and targeted for appropriate intervention for statutory tests. - Use of B2 Small Steps and Dingley's Promise (DfE) for tracking pre curriculum/ key stage progress in EY and KS1. -Gap between PPG and non-PPG continues to close -2026 KS2 results are at national including disadvantaged
To identify, assess and address communication skills of disadvantaged pupils	- All children with SCLN are identified early (SALT team) -Wellcom assessments are completed by trained professional -NELI early intervention in nursery - Children to leave EYFS with improved communication skills. - Early identified speech and language needs, leading to early intervention, including Language Link T1 & 2.
Improve spelling attainment and progress for all.	- High quality teaching of systematic phonics programme (RWI) in EYFS, KS1 and lower KS2. - Use of RWI Spell in KS2 using the same approach as KS1, developing home learning links. - Alternative reading and spelling intervention, including NESSY, SNIP, Toe by Toe and See & Learn
To ensure end of KS2 results are at national expectations for progress	- Disadvantaged pupils are identified and targeted for appropriate intervention and tutoring. - Use of all Raising Standards Meetings to discuss progress and attainment of PPG pupils (and further support needed). - Identify gaps and ensure teaching is targeted - Reduced pupil numbers in Y6 session.
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	-A balanced and carefully sequenced, Learning Journey Curriculum allows opportunities for cultural development and experiences. -Enrichment opportunities are available for disadvantaged pupils.

*Make sure appropriate/ still relevant/ add extra success criteria

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 (for example, CPD, recruitment and retention)

Budgeted cost: £25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued internal and external training for Read, Write Inc phonics programme	RWI is a recognised high quality systematic phonic programme. This programme is being used to improve outcomes for reading, writing and language development. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes	1,3
Continued development of management of delivery of RWI by subject leaders	Effective management of the delivery of RWI supports improved outcomes. Detailed management of assessment outcomes allows leaders to identify and create additional intervention groups for the bottom 20%	1,3
Continued development of the "Mastery for All" curriculum through high quality CPD opportunities and continued monitoring of teaching and learning.	Mastery teaching is seen as an effective way to support the narrowing the attainment gap. EEF research shows that lower attaining pupils may gain one or two months of additional progress from this strategy than high-attaining pupils. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)	3
Changes to staffing structure to allow for experienced teachers to teach smaller groups in Year 6	Reducing class size appears to result in approximately three months additional progress for pupils, on average. This structure will support improved outcomes for disadvantaged children in Year 6 in reading, writing and mathematics.	1,3
Retention of TAs 8.30-9.00 to deliver tutoring sessions (costs)	Evidence shows that targeted support in smaller groups, focusing on identified gaps leads to improved outcomes of up to 4 months. TA_Recommendations_Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3

of this attributed below)		
Continued internal and external CPD targeted towards PiXL	Developing the role of RSL to ensure PiXL interventions and progress measure across the school are identified and targeted appropriately.	1,2,3,4

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

Budgeted cost: £92,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 & small group tutoring.(including tutoring using recovery funding)	Smaller teaching groups, focused on knowledge gaps identified through robust assessment data supports improved attainment. Evidence shows that structured and repetitive interventions, such as PiXL, support the best outcomes for pupils and is the best use of TAs within school	1,3
Use of experienced speech and language TA and Trust therapists to carry out regular work with identified EYFS and KS1 children.	Evidence shows that children who are involved in communication and language approaches make approximately six months additional progress over the course of a year. Children have benefited from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	1,3
Staff to plan for high level vocabulary in all curriculum areas including use of knowledge organisers and development of the "Just Read" guided reading teaching method.	Evidence shows that structured fluency and comprehension strategies support up to six months progress for children. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3
Development of Nurture provision and staff working within the provision to support attendance, especially those with persistent absence.	ELSA training for nurture TA staff members. Research from Place2Be shows that children who spoke to counsellors had considerably better mental health than children who had poor mental health and had not seen a counsellor.	5

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

Budgeted cost: £15,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide eligible pupils with the opportunity to attend Morning Club for free so as to make it easier for children to attend morning PiXL groups.	Evidence shows that structured intervention teaching, such as PiXL, supports improved outcomes and is the best use of TAs within school.	1,3
Pastoral Team to provide tailored support for individual children where necessary. This is to support with improved attendance and behaviour for learning.	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	2
To provide pupils with the opportunity to partake in visits, both virtually (Now, Press, Play) and in school, which build on skills and knowledge from Learning Journey lessons	Learning outside of the classroom has been shown to have significant improvement on children's retain information and transfer learning to wider aspects of their lives.	4
To allow all disadvantaged children a reduced rate (50%) Y6 residential and to subsidise trips, where appropriate for other year groups	Learning outside of the classroom has been shown to have significant improvement on children's retain information and transfer learning to wider aspects of their lives.	4
To provide a 'free breakfast' (Koala breakfast) to identified PPG children with less than 96% attendance	Evidence demonstrates that children with a good morning routine are more ready to learn and access learning better, therefore improved attendance. Motivation to attend school regularly	2
Personal allowance to support buying of uniform / swimwear / support with cost of living – bus journeys etc	Improved self-confidence, participation, and interaction in events that will result in improving the wellbeing of these children as well as their wider lives.	1,4
Use of Studybugs attendance management resource to improve attendance with focus on disadvantaged and vulnerable groups	EEF submission to Education Select Committee (Feb 23) states that attendance interventions have a small but positive effect on attendance.	2

What extra for Yr 6?

Total budgeted cost: £157,451

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
In-house training or external RWI training	All KS1 staff have attended phonics CPD delivered by Ashford English Hub. School has worked with Hub adviser to improve delivery of daily phonics sessions as well as improve the management of the SSP process. This has resulted in improved outcomes for children and a clear phonics philosophy being developed at Hoo which will ensure these improvements are embedded leading to consistently higher results in coming years. 2022-2023 Year 1 phonics results = 73% Feedback from Kingsnorth English Hub <i>"The staff at Hoo Primary have worked very hard to improve their RWI lesson delivery."</i>
Staff to developing a greater understanding of a 'Mastery for All' curriculum through high quality CPD opportunities	The development of the Hoo Mastery Toolkit has supported a more consistent pedagogy at Hoo. EEF evidence shows that a mastery approach to teaching supports improved outcomes. We are seeing improved outcomes at KS1 and KS2 statutory testing in 2022-2023. Feedback from external QA (28/02/23) <i>Over the past few years there has been a real emphasis to move the learning received by children from a passive model to one that is much more integrated and allows children to develop their academic and personal skills. This is linked to the school's mastery approach and specifically to the Hoo mastery toolkit. The head of school and executive headteacher have led senior staff in achieving this vision. They have considered the current research available and the school's locality and created a very effective curriculum built around the Hoo mastery kit, the Hoo coverage checklist and the Hoo progression steps. This has resulted in a curriculum which provides children with learning journeys that are pertinent and relevant.</i>
Retention and change in staffing structure to allow a qualified teacher to teach smaller groups in Y6	Smaller teaching groups supported children in Year 6 and allowed for more focused interventions to support children including disadvantaged children.

Commented [LB5]: Use challenges at top of form for aims. Aims are not correct here. Use data if looking good if not talk about interventions etc

Retention of TAs 8.30 – 9.00 to deliver tutoring sessions (costs of this attributed below)	Using recovery funding has allowed school to deliver morning intervention groups. Up to 80 children a morning were accessing these groups- with many disadvantaged children taking part. Feedback from external QA (28/02/23) <i>Another feature is the dedication of staff to work with different groups of children very early in the morning so as to provide the support they need, often through pre-teaching. Again, the use of PIXL is a standout feature. All staff are a hundred percent focused on the children and this is an important feature of the provision.</i>
1-1 or small group tutoring	Identified children were placed into small tutoring groups to focus on phonics, reading and core maths skills. These knowledge gaps were identified from diagnostic testing to ensure that core skills were focused on. Feedback from external QA (28/02/23) <i>Intervention is rapid to support children with gaps in their learning often identified with the help of PIXL. The main aim here is to enable these children to return to their learning journey as quickly as possible so that they are keeping up and not catching up.</i>
Highly experienced speech and language TA and Trust Therapist to carry out regular work with identified EYFS and KS1 children.	In-school TA and Trust support has supported EYFS and KS1 children with interventions to improve speech and language skills. This has complimented RWI teaching and interventions. Feedback from external QA (28/02/23) <i>In both EYFS and Key Stage 1 there is a strong focus on communication skills, with the Trust-wide speech therapist supporting the children with specific needs. There is very good attention given to modelling language and this, in turn, is helping to improve children's spoken English.</i>
Staff to plan for high level vocabulary in all curriculum areas. Knowledge organisers will be a teaching tool for all pupils from Y1-Y6.	Each Learning Journey has been supported by a high quality knowledge organiser to boost vocabulary and support retention of knowledge. Teachers focus on core vocabulary in all areas of the curriculum.

To provide pupils with the opportunity to attend the Morning Club at a subsidised rate, or free, and to engage with structured activities such as PiXL early morning groups	Identified disadvantaged children have had access to Morning club at a reduced rate or free of charge to support with early morning entry into school. This supported children in attending intervention groups in the morning.
Pastoral Team and Hoo Cares to provide tailored support for individual, where necessary.	Identified children have access to Koalas nurture provision to support with a calm start to the day. Pastoral team support around school to ensure a calm and focused learning environment is maintained. Many of the children who have been assisted by the pastoral team are PPG children.
To provide pupils with the opportunity to partake in visits, both virtually (Now, Press, Play) and in school, which build on skills and knowledge from Learning Journey lessons	Support is offered to all PPG and vulnerable families for the payment of any costs linked to trips or visitors.
To allow all disadvantaged children a reduced rate (50%) Y6 residential and to subsidise trips, where appropriate for other year groups	7 PPG children from Year 6 had a discounted rate applied to their residential trip payments.
To provide a 'free breakfast' (Koala breakfast) to identified PPG children with less than 96% attendance.	Identified children have been offered this incentive. Where parents have taken up this offer than attendance and attitudes towards school more generally have improved.
Personal allowance to support buying of uniform/swimwear/support with cost of living – bus journeys etc	Families have been supported when needs have been identified. This has related to purchase of uniform, equipment or transport costs.
Supporting extra-curricular activities for children in receipt of PPG. Ensuring equity for all	

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
TTRS/ NUMBOTS	Maths Circle Ltd
PiXL	The PiXL Club
Reading Plus	Reading Plus LLC

Accelerated Reader	Renaissance Learning
Speech Link	LendED
Rollama	Rollama Education Ltd
Now Press Play	Artsmark Partner
NESSY	Educational Software Company
EY Maths	Karen Wilding Education Ltd t/a EYMaths