



Pupil Premium Strategy Statement:

Henhurst Ridge Primary Academy

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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Henhurst Ridge Primary Academy
Number of pupils in school	333 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Yateen Bhoola
Pupil premium lead	Charlotte Hopkins, Head teacher
Governor / Trustee lead	Harjinder Paul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,775



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all disadvantaged pupils at Henhurst Ridge Primary Academy achieve outcomes in line with or exceeding their peers nationally. We are committed to closing attainment gaps, fostering high aspirations, and ensuring every child has access to enriching experiences that support their academic, social, and emotional development. We want our disadvantaged pupils to leave primary school as confident, resilient learners who are well-prepared for the next stage of their education.

We place a strong emphasis on high-quality teaching, with a particular focus on strengthening formative assessment and promoting in-the-moment feedback. This enables staff to identify and close gaps in learning swiftly and effectively. Targeted academic support is delivered through diagnostic tools that help us pinpoint foundational gaps in reading, writing, and mathematics, allowing for tailored interventions that meet individual pupil needs. Alongside academic provision, we implement wider strategies to support pupil wellbeing, attendance, and engagement. These include access to enrichment opportunities, safeguarding support, and inclusive practices that ensure every child feels valued and supported.

Key principles include a commitment to equity and inclusion, ensuring that every child has access to high-quality education and enrichment, regardless of background. We believe in early identification and timely intervention to address gaps in learning and wellbeing. Our strategy supports whole-child development, recognising that academic success is closely linked to emotional wellbeing, enrichment and a sense of belonging.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Persistent absence among disadvantaged pupils is significantly hindering academic progress as well as social development. Barriers can include health issues, family circumstances, or lack of engagement.
2	Lateness - Persistent lateness disrupts learning & routines meaning there's missed instructional time (particularly phonics teaching), feelings of embarrassment & reduced engagement.
3	Gaps in pupil knowledge due to varied starting points in education - Many of our disadvantaged pupils begin school with lower baseline assessments, particularly in language, literacy, and numeracy. These gaps, often rooted in varied early educational experiences, can persist and widen throughout Early Years, Key Stage 1, and Key Stage 2 without targeted, high- quality support.
4	Home language not English - Language differences can hinder communication and learning. Parents may struggle to support homework or school communication, and pupils may experience delays in vocabulary acquisition, meaning slower progress in literacy and difficult accessing the curriculum.
5	Mobility - Increased level of in-year joiners. This disrupts learning continuity and social integration. Our in-year joiners often arrive with gaps in learning, unfamiliarity with school routines, and emotional needs due to transitions.
6	SEMH - Impacts emotional regulation and mental health challenges affect learning. The impact can be behavioural issues, disengagement and or difficulty forming positive relationships.

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 attendance rates for disadvantaged pupils, with a reduction in persistent absence and increased engagement with school life.	• Reduction in persistent absence among Pupil Premium pupils (below 10% threshold). • Overall attendance for disadvantaged pupils improves to match or exceed national averages. • Increased parental engagement through attendance meetings and support plans.
Reduction in persistent lateness.	• Improved Morning Routines Pupils and families report improved ability to manage morning routines through targeted support. • Increased Instructional Time Pupils previously late now attend full sessions, reducing lost learning time. • Positive Attitude to Punctuality Pupils understand the importance of punctuality and demonstrate consistent on-time arrival. • Family Engagement Families of persistently late pupils engage with school initiatives (e.g., breakfast club, attendance meeting)
Accelerated progress for disadvantaged pupils through targeted teaching and interventions, leading to improved attainment and reduced gaps compared to peers - end of KS2 data improves	• Disadvantaged pupils make accelerated progress in core subjects (Reading, Writing, Maths). • Internal data shows narrowing of attainment gaps between PP and non-PP pupils. • Increased proportion of PP pupils achieving age-related expectations or above. • National standards met or exceeded for RWM at the end of KS2
Smooth transitions for mobile pupils, with rapid integration into school routines and curriculum, and progress in line with their peers.	• In-year joiners settle quickly and show progress within one term of joining. • Baseline assessments and follow-up data show catch-up in key areas. • Pupil and parent feedback indicates positive integration and support.
Enhanced language acquisition and confidence in communication for EAL pupils, enabling full access to the curriculum and improved outcomes in reading and writing.	• EAL PP pupils demonstrate improved outcomes in language-rich subjects (Reading, Writing). • Observations and pupil voice show increased confidence in speaking and listening. • Targeted EAL interventions show measurable

	progress in language acquisition.
Improved wellbeing and readiness to learn for disadvantaged pupils through timely access to pastoral and external support services.	• Improved Emotional Regulation Pupils demonstrate the ability to identify and manage emotions using taught strategies (e.g., Zones of Regulation). • Positive Relationships Increase in pupils forming and maintaining positive peer and adult relationships within school. • Reduced Behaviour Incidents Measurable decrease in SEMH-related behaviour incidents recorded on the school system. • Engagement in Learning Pupils with SEMH needs show improved engagement in lessons, evidenced by participation and reduced time out of class. • Access to Support All identified pupils have an individual SEMH plan and access to interventions (e.g., counselling, nurture groups).

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: £39,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD sessions on formative assessment, adaptive teaching and inclusive strategies for SEND and EAL pupils. Adaptive teaching supports staff in applying metacognitive strategies that help pupils become independent and reflective learners.	Effective Professional Development EEF - highlights that sustained, high-quality CPD improves pupil outcomes. Teachers play a key role in explicitly teaching metacognitive strategies, and adaptive teaching provides the flexibility to embed these strategies in response to pupil needs. Metacognition and self-regulation EEF Whole-school CPD and personalised coaching focus on phonics, early reading, and KS2 writing and maths, ensuring staff have the knowledge and skills to deliver effective teaching (Effective Professional Development EEF- Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	3, 4, 5, 6
Funding used to cover staff release time for attending Trust- led CPD, regional moderation events, and curriculum development sessions	The EEF highlights that effective professional development must be sustained, collaborative, and embedded in practice to improve teaching quality. Their School's Guide to Implementation emphasises that successful change in teaching practice requires structured support, including coaching and external training, to embed evidence-informed strategies into daily classroom routines. A School's Guide to Implementation guidance report Education Endowment Foundation	3, 4, 5, 6

Support and mentoring offered for early career teachers and leadership development for middle leaders.	Support for early career teachers and leadership development for middle leaders fosters a sustainable pipeline of skilled practitioners (EEF: <i>Leadership development and mentoring</i>). Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Teaching Assistant Interventions EEF	3, 4, 5, 6
Support staff received targeted CPD so they can offer high- quality teaching support. Training focused on effective scaffolding, questioning techniques, use of assessment to inform teaching and strategies for supporting pupils with SEND.	Professional development is essential if TAs are to engage in the effective practices detailed earlier in this report. If a specific strategy, such as scaffolding, is being used, TAs should be trained to fully understand the principles of the approach and the techniques required to apply it. This training also has the potential to improve how valued TAs feel within the school. Deployment of Teaching Assistants Education Endowment Foundation We believe that inclusive teaching and the professional development of support staff significantly benefit our disadvantaged pupils, particularly those with SEND and EAL. Through targeted training, support staff have developed the skills to scaffold learning effectively and reinforce metacognitive strategies during both independent and group activities. This ensures that pupils are not only supported academically but are also encouraged to think about how they learn, fostering greater independence and resilience.	3, 4, 5, 6
Investment in digital tools: Subscription to high-quality educational software to support teaching, align targeted interventions, and promote pupil independence in learning. Widgit, TT Rockstars, Numbots, Mathletics, DigiMaps, Kapow, RWI, Testbase, Ed Shed (Spelling Shed), Tapestry, Seesaw.	Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use and trained to support pupils to use it effectively. For example, Mathletics. Two EEF evaluations have suggested that this integrated approach has a positive impact on attainment in mathematics. EEF Digital Technology Guidance Report.pdf	3, 4, 5, 6

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

Budgeted cost: £32, 268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable substantial progress.	EEF research shows that small group tuition has a positive impact on attainment levels. Small group tuition EEF	3, 4, 5, 6
Implementation of Read Write Inc Fast Track Phonics interventions	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6
Small group language intervention and 1:1 support from teaching assistant including WELLCOMM screening and interventions.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills Oral language interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6



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

Budgeted cost: £27, 343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment	Giving all pupils equal access to extracurricular activities and support cultural capital.	1, 2, 3, 4, 6
Teaching Assistants trained in ELSA	Behaviour and nurture interventions to support emotional wellbeing and readiness to learn thus helping to remove barriers to learning. +4 months (EEF)	1, 2, 5, 6
Implementation of OPAL (Outdoor Play And Learning)	Physical activity has important benefits in terms of health, wellbeing and physical development. (+1month EEF)	1, 2, 5, 6
Appointment of Pastoral Lead	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Behaviour interventions EEF +4 months, Social and emotional learning +4 months	1, 2, 5, 6
SLA with Staffordshire County Council Educational Welfare Team	Poor attendance at school is linked to poor academic attainment across all stages.	1 & 2

Total budgeted cost: £98, 775

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Objective Focus	Impact												
Improved outcomes for PP children.	EYFS: 28.6% (2/7 pupils) of disadvantaged pupils achieved a GLD (good level of development) this is compared to 65.8% (25/38) non-disadvantaged this is a gap of +37.2%												
	Year 1, 45% (5/11) of disadvantaged pupils passed the phonics screening check this is compared to 80% non – PP a gap of -35%												
	➤ Year 6, 50% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths this is compared to 68.2% non-PP this is a gap of -18.2. 20% Pupils achieved a High standard Reading, Writing and Maths score compared to 4.5% non-PP a gap of +15.5												
	• 70% of PP pupils achieved at least Expected Reading Test score this is compared to 81.8% non – PP a gap of -11.8. 30% achieved a High standard Reading Test score this is compared to 36.4% non – PP a gap of - 6.4.												
	• 90% of PP achieved at least Expected Writing (TA) this is compared to 81.8% non – PP a gap of +8.2. 20% achieved Greater Depth Writing (TA) this is compared to 4.5% non – PP a gap of +15.5.												
	• 60% of PP achieved at least Expected Maths Test this is compared to 72.7% non-PP a gap of -12.7. of which 30% achieved High Maths Test score this is compared to 18.2% non-PP a gap of +11.8.												
	<table><tr><th colspan="3">National</th></tr><tr><th colspan="3">% at least Expected Reading, Writing & Maths</th></tr><tr><th>PP</th><th>NON-PP</th><th>GAP</th></tr><tr><td>47.5</td><td>68.7</td><td>-21.2</td></tr></table>	National			% at least Expected Reading, Writing & Maths			PP	NON-PP	GAP	47.5	68.7	-21.2
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Highly effective quality first teaching	All teaching was judged as consistently good or better. Effective support was provided for ECTs. High quality CPD supported this.												
Disadvantages pupils make at least strong progress	All disadvantaged pupils made strong progress from their starting points.												



Increased access to a wide range of curricular & extra-curricular experiences.	All Pupil Premium children attended Y6 residential, many had not been away from home for the night before. All classes had an external trip. Increased percentage of Pupil Premium attending clubs & competing in competitions. Some Pupil Premium families accessed wrap around care when needed without cost.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programmes	
Ed Shed (Spelling Shed)	TTRS & Numbots
Mathletics	Test base
Kapow	RWI
Digi maps	Tapestry
Seesaw	Maths No Problem