

Pupil Premium Strategy Statement - Hudson Primary School 2025 - 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This report also builds in the funding that has been allocated for our school for the academic year 2025-2026. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and details the outcomes for disadvantaged pupils within the last academic year.

School overview

Detail	Data
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	20%
Academic years that strategy covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Niki Craddock, Headteacher
Pupil premium leaders	Niki Craddock; Headteacher, Kerri McNally; Deputy HT and Jesse Roberts; Assistant HT
Governor lead	Claire McDonough, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,125
Recovery premium funding allocation this academic year	£0
School Led tuition funding allocation for this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£82,125

Part A: Pupil premium strategy plan

Statement of intent

At Hudson, the overall intention for any investment is that all pupils, irrespective of their background or the challenges they face, make good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to improve outcomes in ways that consider the whole child and their barriers to learning. A holistic viewpoint has been taken that includes the child and the family alongside the wider staff structure and expertise that we have on offer at Hudson.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF (Education, Endowment Fund) Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Children come into Hudson Primary School with underdeveloped oral language skills each year. There is a vocabulary gap among all children.
2	Attainment in maths is lower than in other core subjects, our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. Our maths curriculum now includes a mastery approach which supports children's oracy in maths with specific teaching to increase children's ability to apply the language of reasoning. This links with the language development in (1) above.
3	Children experience a range of social and emotional and mental health issues; concerns are growing year on year with exceptional difficulties emerging in Key Stage 2. There are increased requests for wellbeing support from home, impacting on school readiness.
4	High numbers of our disadvantaged children have SEND.
5	Attendance and punctuality issues exist in different categories of vulnerability across the school.

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
<p>1. Improved oral language skills and vocabulary</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language from baseline assessments. - Children will be observed using a rich vocabulary choice applying this to their everyday language. - The setting will continue to achieve a communication friendly status. - Staff in the EYFS will be fully trained in a language supportive system identified by the EEF - Interventions will be in place within the timetable with targeted support identified for key learners. - A systematic language support system will exist between EYFS and our ASC base. - Voice 21 oracy skills will continue to be embedded across the school
<p>2. Improved maths attainment</p>	<ul style="list-style-type: none"> • Attainment in maths will continue to improve at the end of KS2 and in Year 4. - Staff will be confident about teaching maths to all children and to close gaps in maths learning through an improved maths curriculum and well sequenced teaching and learning experience. - Maths lead will have time to carry out training and monitoring across the school with support from expert teachers in maths from the Maths Hub and The Trust. - The use of language in maths to explain concepts will be taught more effectively across KS1 and KS2.
<p>3. To achieve and sustain improved wellbeing for all pupils</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing by 2025/26 demonstrated by: - Qualitative data from pupil voice and parent surveys, and teacher observations will positively demonstrate successful support or school readiness improvements. - There will be a significant reduction in behaviour incidents/serious incident records made. - There will be a significant increase in participation in enrichment activities. - Families will understand their role in supporting their child's wellbeing, increased skills and competencies or access/knowledge of services available.

	<ul style="list-style-type: none"> - Families will feel well supported by the holistic offer from the school and Centre. - Children will have access to a graduated support system for wellbeing or SEMH.
<p>4. Children with SEND access a rich and varied curriculum, and receive additional support targeted to meet their individual needs supporting them to make good progress, based on their starting point, in all curriculum areas.</p>	<ul style="list-style-type: none"> • Classroom observations demonstrate that children with SEND access the curriculum through well planned mechanisms of support. - Children are assessed in line with school policy and targeted interventions focus on identified gaps are delivered effectively. - SEND children make good progress in relation to their personal targets. - SEND children access the highest learning resources and curriculum offer. - The school environment is conducive to SEND optimal learning.
<p>5. To achieve and sustain improved attendance for all pupils</p>	<ul style="list-style-type: none"> • Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> - The overall unauthorised absence rate for all pupils being no more than 2%. - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - The percentage of all pupils who are persistently absent being below 10% (National Average last year - Hudson = 13%). - Systematic school response in place to manage and support attendance and punctuality. - Close liaison with families through the attendance manager and team around the school monitoring and support system. - Full parent support and understanding on school attendance and punctuality regulations - attendance high profile. - A positive attitude from children with regards to attendance and punctuality, pride in attendance and award recognition. - Increased proportion of children achieving 100% at the end of the school year (2025 = 23).

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: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£6000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF also recognises the importance of CPD in improving outcomes:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p><i>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i></p>	<p>1, 2</p>
<p>Additional hours for Teaching Assistants and Teachers to work together to provide targeted small group intervention in core learning areas; Early Language, Maths and Reading comprehension.</p> <p>£ 7000</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support <i>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</i></p>	<p>1, 2</p>

Senior Leaders to continue to plan, implement and review a curriculum that is broad and balanced that responds to the needs of the pupils -our curriculum reflects the rich heritage of pupils, their families and the wider community. £2000	The EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy.	1, 2, 4
Regular Teaching staff professional development meetings to ensure high quality teaching across the breadth of the curriculum. £1000	The EEF Guide: Effective Professional Development.	1, 2, 3, 4
Termly internal moderation of foundation subject assessments to ensure rigour, validity and reliability of teacher expectations and the requisite impact of high quality teaching of the curriculum. £1000	The EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy	1, 2, 3, 4

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

Budgeted cost: **£32,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. - Elklan, wellcomm, Chatty Toolkit and Intensive interaction delivered across the school. £1,200	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£12,500</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Utilizing the past model of the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <ul style="list-style-type: none"> - Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups. <p>£10,000</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1, 2</p>
<p>Targeted intervention for children with SEND focussing on gaps identified.</p> <p>£4000</p>	<p>EEF Guidance report: Special Educational Needs Children in Mainstream Schools.</p>	<p>1, 2, 3, 4</p>
<p>Continued CPD on a relational approach to behaviour management to ensure children are encourage to develop and use strategies to</p>	<p>Continued CPD on a relational approach to behaviour management to ensure children are encourage to develop and use strategies to emotionally regulate in the classroom. EEF guidance report:</p>	<p>1, 2, 3, 4, 5</p>

emotionally regulate in the classroom. EEF guidance report: Improving Social and Emotional Learning in Primary Schools EEF Guidance Report: Effective Professional Development £5,000	Improving Social and Emotional Learning in Primary Schools EEF Guidance Report: Effective Professional Development	
---	--	--

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

Budgeted cost: **£32,425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Team around the school, Counselling service and Early Help team for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <ul style="list-style-type: none"> - Offer parenting group sessions working on specific needs developed through a needs analysis. - Offer parenting group sessions working on specific needs developed through a needs analysis. <p>£17,000</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</p>	3, 5
<p>The appointment of a school based counsellor to improve pupil wellbeing, particularly those who are most disadvantaged.</p> <p>£10,000</p>	<p>As previous: EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 5

<p>The appointment of an ELSA in school (Emotional Literacy support Assistant)</p> <p>£3000</p>	<p>Evidence shows that ELSA is an effective intervention for addressing children's social and emotional challenges. EEF report: Improving S & E learning in primary schools</p>	<p>3, 5</p>
<p>Enrichment opportunities - ensuring all children are not disadvantaged in the extracurricular or wider opportunities provided by Hudson.</p> <p>A subsidy is allocated for children who are financially at a disadvantage to ensure that they get a full entitlement to any paid for experiences i.e. school visits, school residential or paid for events such as discos, or the annual pantomime event.</p> <p>£2425</p>	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 5</p>

Total budgeted cost: £82,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section of the report details the impact that our activities had on pupils in the 2023-2024 academic year.

The following table shows the results for the academic year 2023/24, including the national averages and the corresponding internal assessment results:

	Pupils eligible for PP (2024/25)	National expectation for <u>all</u> pupils	Hudson Outcomes (2024/25)
% of pupils achieving a 'Good Level of Development' at the end of EYFS.	0% (0 out of 2)	68%	55% All pupils 74% Disaggregated
% of pupils passing the Phonics Screening check at the end of Year 1	80% (4 out of 5)	81%	78% All pupils 94% Disaggregated
% Achieving expected standard or above in Reading, Writing & Maths (Key Stage 2)			
<ul style="list-style-type: none"> Attainment - Reading 	83% (5 out of 6)	74%	73% All pupils 89% Disaggregated
<ul style="list-style-type: none"> Attainment - Writing 	66% (4 out of 6)	72%	62% All pupils 82% Disaggregated
<ul style="list-style-type: none"> Attainment - Maths 	66% (4 out of 6)	73%	59% All pupils 79% Disaggregated
<ul style="list-style-type: none"> Attainment - English Grammar Punctuation and Spelling (EGPS) 	66% (4 out of 6)	61% NE for PP - 47%	62% All pupils 79% Disaggregated
<ul style="list-style-type: none"> Attainment - RWM combined 	75% (9 out of 12)	73%	59% All pupils

			79% Disaggregated
--	--	--	-------------------

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using performance data. The data shows a significant increase in performance in our pupil premium children with string attainment in EGPS. We believe that the approaches that we are taking to rapidly intervene, with small group high quality targeted intervention is having the most impact.

Our observations and assessments demonstrated that pupil behaviour continued to challenge. These challenges were associated to wellbeing and mental health. The impact on disadvantaged pupils has been particularly acute, we will continue to use funds to invest in CPD around mental health and wellbeing and support our graduated response to SEMH.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around memory and retrieval of knowledge. [EEF evidence](#) demonstrates this has significant benefits for all pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- every pupil should have a supportive relationship with a member of school staff - understanding a pupil's context will inform effective responses to misbehaviour.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.