

Pupil premium strategy statement – Hook Norton Church of England Primary School

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	268
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	20 th October 2025
Date on which it will be reviewed	20 th October 2026
Statement authorised by	Noelle Crouch
Pupil premium lead	Helen Mee
Governor / Trustee lead	Helen Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58,285

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Our context

Hook Norton CE Primary School is located in Hook Norton, Oxfordshire. We are a 1 form entry school.

Our Vision

“Love your neighbour as yourself” Matthew 22:39

Our Values

LIVE

- Building confidence
- Learning life skills
- Learning about other countries & maximising international school links
- Developing good communication skills
- Having school residentials
- Having respect for others
- Developing the whole child

LOVE

- Helping children to enjoy school
- Living the Christian values of a church school
- Abiding by The Golden Rules
- Ensuring our children feel supported
- Maintaining high staff morale and motivation
- Good communication between school & parents

CARE

- Maintaining and develop a good school environment
- The best expansion plans to develop our school
- Having the best learning & sports equipment
- All children to experience Forest School
- Continually develop our Eco School status
- Nature/Wildlife garden
- Strong community links

THINK

- Encouraging resourcefulness
- Urging children to be inquisitive
- Keeping children's interest in learning – using practical methods
- Setting the right challenge for different abilities

LEARN

- Setting stretching targets
- Above average progress for all abilities
- Quality and consistency of teaching staff
- A good teacher to pupil ratio
- Provision for advanced special needs
- More use of multi-media to aid learning
- Regular staff training

DARE

- Achieving sporting excellence
- Trying new activities
 - New sports
 - The Arts
 - First Aid
 - Cooking
- Encouraging bravery
- Offering after-school clubs

Curriculum

At Hook Norton CE Primary School we follow the statutory National Curriculum Programmes of Study in Key Stage One and Two, and the Early Years Foundation Stage Curriculum for Nursery and Reception. We follow the Oxfordshire Agreed Syllabus for Religious Education across the school. Our curriculum is taught through a careful progression of knowledge and skills from Foundation to Year Six, setting foundations for learning and building on what has already been taught through a wide-ranging academic, technical, creative, and sporting programme. It aims to foster curiosity, creativity, a love of learning and to equip pupils with the resources to facilitate lifelong learning.

The Pupil Premium

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years, service children, adopted children and children who have been looked after in local authority care. Schools are free to spend the Pupil Premium as they see fit; however, our approach and vision for our pupils is to ensure that all are offered 'rich opportunities and memorable experiences' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment. Our decisions on how best to use the 'Pupil Premium' are based on the findings of highquality research and publications, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding. We are also aware that the unique features of our local economy result in significant numbers of our parents not being eligible to claim for free school meals.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress

- Not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

At Hook Norton CE Primary School, we make use of our Pupil Premium Grant funding to ensure that our Pupil Premium pupils receive the highest quality of education, along with their peers, to enable them to fulfil their potential academically, emotionally and socially.

Our objectives:

- Overcome any attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all Pupil Premium children can access all areas of the curriculum through their ability to read and interpret texts and information
- To enable our disadvantaged pupils to overcome any attendance barriers to their education.
- To safeguard the wellbeing of our disadvantaged pupils so that they can learn.
- To ensure that the social and emotional needs of our pupils are met so that they are resilient learners.
- Engage our disadvantaged learners in taking up a wide range of extra-curricular activities.
- Work with parents of disadvantaged children to support them in engaging with their children's education and wider opportunities.
- Inspire our disadvantaged pupils to love their learning and aspire to be life-long learners.

Achieving our objectives:

To enable us to achieve our objectives we will:

- Ensure a broad and balance inspiring curriculum at all ages of the primary phase that captures and engages all pupils.
- Ensure that all pupils receive quality first teaching throughout the school by the use of high-quality training programmes, peer mentoring, rigorous evaluation of our offer and team support within our phases.
- Utilise accredited programmes and schemes of learning.

- Provide targeted support to address identified gaps
- Provide research-based Teaching Assistant intervention groups.
- Put in place a range of pastoral and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	The average attainment of disadvantaged pupils is below that of their peers.
2	Pupils entering the EYFS with language and listening skills well below their developmental age and stage: A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
3	Pupils' emotional well-being and social and behavioural needs are affecting children being in a position to be able to make progress and in their readiness to learn.
4	Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils.
5	Pupils have limited access to wider opportunities.

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 attainment in phonics for all Pupil Premium pupils, with an added focus on those children who complete minimal practice at home.	Staff are confident in delivering the Read Write Inc phonics programme and all pupils attain the phonics check standard at the end of Year 1.
Improved attainment in reading for disadvantaged pupils.	Internal year group school data and published KS2 reading outcomes in 2026/2027 will show that our disadvantaged pupils at least match and better the attainment of non-disadvantaged pupils internally and nationally at the expected standard.
Improved attainment in writing for disadvantaged pupils.	Teachers confident in the teaching of writing through a whole-school targeted approach. Internal year group school data and published KS2 writing outcomes in 2026/2027 will show that our disadvantaged

	pupils at least match and better the attainment of non-disadvantaged pupils internally and nationally at the expected standard.
Improved oral and written vocabulary among disadvantaged pupils.	Observations and assessments of spoken and written language indicate significantly improved vocabulary among disadvantaged pupils. Sources of evidence include engagement in lessons, book scrutinies and ongoing formative assessment.
Improved attainment in maths for disadvantaged pupils.	Internal year group school data and published KS2 maths outcomes in 2026/2027 will show that our disadvantaged pupils at least match and better the attainment of non-disadvantaged pupils internally and nationally at the expected standard.
To ensure all children reach their potential	Take up of free places at Breakfast and After School Care Club (Owl Club), dovetailing with our extra-curricular clubs. Families of disadvantaged children make use of the financial support available for education visits, including residential visits.
To enhance the life chances of pupils by ensuring a rich and varied curriculum and extra-curricular opportunities and remove barriers to our disadvantaged pupils taking up all available opportunities.	Disadvantaged pupils take part in all opportunities within the curriculum and within the extra-curricular activities offered.
Ensure optimum attendance.	Family support from Pastoral Support results in improved attendance of 95% or higher.
Reduce social and emotional barriers to learning, ensuring that our pupils are ready to learn because their overall needs are being met.	Strengths and Needs analysis and the resulting plans are effective and result in improved academic outcomes for pupils.

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: £ 19,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff trained in delivering the Read Write Inc phonics programme.	“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” - EEF	2
Pathways to Write programme purchased, with a focus on the use of quality texts using a mastery approach to develop vocabulary, reading and writing skills that will benefit disadvantaged pupils who may not be read with at home.	“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.” EEF “The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge” EEF	2
Curriculum enriching school trips	“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.” EEF	1, 3, 4, 5
TT Rockstars Subscription	Multiplicative reasoning was their biggest weakness and, perversely, was also the single biggest theme underpinning GCSE maths, so he decided to tackle the perennial issue of youngsters not knowing their times tables”. Bruno Reddy	1, 4
Performance Skills – participation in school productions	“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” EEF	1, 5
Spellingframe spelling programme	“As a teacher it was clear to me that not knowing how to correctly pronounce	1

	<p>words was a major barrier for children when learning how to spell. Spellingframe was created to help remove that barrier. Every word is read aloud. Every word is also broken into syllables (or for EYFS / Year 1 words, phonemes) and these too are read aloud. Every word is also provided in a sentence, and every sentence read aloud, so that children also learn the meanings of the words.”</p> <p>https://spellingframe.co.uk/site/about</p> <p>“There is evidence that digital technology can be used effectively to provide individualised instruction.” EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talkboost language intervention	<p>“Using Talk Boost can significantly improve children’s talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme.”</p> <p>https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/</p>	1,2
Spirals language intervention	<p>“SPIRALS supports good practice in early years settings and schools up to KS2. The aim is to develop effective language and communication skills which will underpin a range of critical thinking, reasoning and social competency skills as well as increased ability to listen, maintain focus and learn effectively. Also it has been shown that improvements in levels of spoken language can have a positive impact on written literacy” https://www.spiralstraining.co.uk/</p>	1,2
First Class at Number maths intervention	<p>“Pupils who received 1stClass@Number made two months’ additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating.” EEF</p>	1
Write From the Start writing intervention	<p>“The ability to produce fluent, legible handwriting with ease is something that affects attainment in most areas of the curriculum, yet many children continue to struggle with this</p>	1

	vital skill. Based on holistic principles, this programme offers a different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words." Psychology4Learning	
Arch Readers	"Our vision is to inspire a love of reading in children from all of Oxfordshire's communities, which will enhance their wellbeing and improve their life chances. The schools we work with report dramatic improvements in reading ability and interest, comprehension, self-esteem, communication skills, and general attitude to school and learning." https://archoxfordshire.org.uk/	1,3,4
Read Write Inc – small group	"Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five 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." EEF	1,2,3,5
Fresh Start	"Pupils make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics. " https://www.ruthmiskin.com/fresh-start/	1,2,3,5
Numicon	"The EEF Improving Mathematics in Early Years and Key Stage 1 guidance report highlights research evidence that suggests using manipulatives and representations can be particularly effective in teaching mathematics. Using resources such as Numicon is proven to develop maths talk and provide children with opportunities to explore maths concepts at an early age." EEF	1,2,3,5
Letter Formation Small Group Tuition	"Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills". EEF	1,2,3,5

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

Budgeted cost: £ 25,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE Association Subscription	PSHE education is the school curriculum subject dedicated to supporting children's physical and mental health, relationships, careers and economic wellbeing.	1,2,3,4,5
Wrap-around care	"There are many benefits to wraparound childcare, for children, families and schools. These can vary by school and circumstances, but may include: • enabling parents to work or study • supporting vulnerable children • offering enriching activities that children enjoy • supporting a soft start to the school day and attendance" Gov.UK	1,2,3,4,5
Extra-curricular clubs – Arts based including singing, craft, art and design, knitting, crochet	Arts participation: "Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools" - EEF	1,2,3,4,5
Family Support Worker	"The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment." EEF	1,2,3,4,5
Behaviour support delivered by staff	"Both targeted interventions and universal approaches have positive overall effects. The average impact of behaviour interventions is four additional months' progress over the course of a year" - EEF	1, 3
OPAL Play	<p>"Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation,</p>	1,2,3,4,5

	both of which may subsequently increase academic attainment. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year." - EEF	
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Total budgeted cost: £58,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

The school uses a range of tools to decide the most effective use of the pupil premium grant. The Education Endowment Foundation for example, provides a wealth of research on the best use of funding. The school has utilised this advice in selecting approaches. Our approaches are designed to narrow attainment gaps and to raise our children's aspirations.

2024-25 assessments have shown that on average, as opposed to the expected 3 steps, pupils in receipt of Pupil Premium made an average of 3.73 steps progress in reading, 3.9 steps progress in writing, and 4.13 steps progress in maths.

Nature of Support:

- After School Care Club (Owl Club) / Breakfast Club to support working parents, extend the school day and to encourage disadvantaged children to enjoy school and be more motivated to learn (dovetailing with our sports and arts clubs). 26 PP pupils benefitted from places in 2024/25.

- Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child and to diminish the difference in attainment.
- Financial support for educational visits (including residential), activities & swimming.
- Open afternoon and parents' evenings to engage all parents in their children's learning.
- Family support from Pastoral Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning.
- Continued investment in Read Write Inc phonics programme which has proved highly successful in developing early reading skills in all children and particularly those from disadvantaged backgrounds.
- 1:1 tutoring (ARCH reading support)
- Additional targeted support from teaching assistants in the classroom to help narrow specific attainment gaps.
- Provision of resources and training to support the National Curriculum, particularly maths and literacy.

The school attendance policy has been effective, which ensures regular follow up of attendance. However, as disadvantaged attendance overall is lower than whole school attendance, this continues to be focus in our current plan. The attendance policy has been updated to reflect current guidelines, and we remain vigilant to the attendance of our disadvantaged pupils. We have also funded places for breakfast club and afterschool club across the school year to support attendance.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.