



# Pupil premium strategy statement

## Hodnet Primary School 2025/26

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	195
Proportion (%) of pupil premium eligible pupils	28% (55 pupils) (8.2% FSM, 18.6% Service, 1% PLAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26/27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Penny Lyall
Pupil premium lead	Penny Lyall
Governor / Trustee lead	Clare Godfrey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total 24/25 of £38,730 Total 25/26 of £42,800 $£1,515 \times 16 = 24,240$ $£350 \times 38 = 13,300$ $£2,630 \times 2 = 5,260$
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£38,730 based on 24/25 funding allocation.

## Part A: Pupil premium strategy plan

### Statement of intent

- At Hodnet school we intend to provide all pupils with the opportunity to succeed both academically and socially. We aim to reduce the attainment and progress gap between our disadvantaged pupils, to enable them to achieve in line with their peers. We aim to meet the needs of all learners and provide additional interventions to our disadvantaged pupils to enable them to thrive and achieve their own potential. Hodnet school is a happy, caring and safe community where we create enabling environments for all pupils to be the best they can be.
- We focus on core learning opportunities such as additional reading to ensure children can access the wider curriculum, and pastoral support to ensure pupils are settled, focussed and ready to learn. We analyse the specific needs of our cohorts and plan accordingly to ensure we can meet needs and develop our pupils based on their needs.
- We also support families by enabling pupils to have free breakfast club sessions to support working families or families in need, we also provide discounted events such as residential and key skills such as swimming and music tuition.
- We provide free fruit and milk for pupils, focusing on healthy teeth and bones and supporting pupils to make healthy food choices at snack time.

### Challenges

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

Challenge number	Detail of challenge
1	KS2 attainment at the higher standard
2	Low academic attainment in Reading (girls KS1), Writing and Maths (girls KS2)
3	Self-esteem and confidence which are a barrier to learning to a select number of pupils in KS1 and 2
4	School attendance is a barrier to learning for a select few pupils eligible for PPG
5	Healthy diet and lifestyle is a barrier to learning a select few pupils eligible for PPG

### 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
A narrowing of the attainment gap in reading in KS2 80% pupils reaching expected attainment. Uplifted aspirational targets raised by at least 5%.	Pupils eligible for PPG will achieve in line with their peers and at or above NA in reading
A narrowing for the attainment gap in writing in KS1 80% pupils reaching expected attainment.	Pupils eligible for PPG will achieve in line with their peers and achieve expected levels
Uplifted aspirational targets for core curriculum areas raised by at least 5%.	Pupils achieve expected or better with the aim of fulfilling their potential, however aspirational targets set to fulfil or exceed potential.
Pupils feel confident and able to learn, measured via pupil voice surveys.	Pupils will apply growth mindset principles to their learning styles and will achieve and make progress
Pupils attend school, learn and make progress	Pupils will attend for at least 96% or the time.
Pupils are aware of healthy lifestyle choices and the need to be healthy, they can apply these choices.	Pupils are ready to learn when they arrive at school, they can concentrate effectively due to healthy food and lifestyle choices.
Pupils access our enrichment offer to support their whole education and achievement fulfilment	Pupils to attend at least one enrichment club per term. Pupils attend residential and other visits. Pupils have the opportunity to represent school.

## 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: £1384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in the T&W Mental Health support pathway, Future in Mind £384	Future in Mind specific training to use within school in 23/24. CPD includes EBSA (Emotionally Based School Avoidance), CBT (Cognitive Behaviour Therapy) and anxiety.	1, 2, 3, 4 & 5
North Shropshire Mental Health trust – participate and host specific events base don the school action. (Free other than supply)	<ul style="list-style-type: none"> <li>The new North Shropshire team will work with our Mental Health leading teacher (JD) to support specific pupils and their families.</li> <li>They will provide 1:1 or small group sessions with a trainee psychologist over the course of the academic year.</li> <li>CPD for JD running concurrently. Including our Mental Health Audit, Action Plan and Policy.</li> </ul>	1, 2, 3, 4 & 5

RADY project with Challenging Education. £1000	<ul style="list-style-type: none"> <li>• CPD for whole school staff including supply costs and cover costs for TA's.</li> <li>• RADY project (Raising Attainment for Disadvantaged Youth) focuses on raising the profiles of pupils within classrooms, setting aspirational targets to ensure pupils can thrive, not just keep up or catch up but can reach their potential.</li> <li>• Staff to hold pupil progress meetings with RADY champion to ensure progress is being made towards aspirational targets (attainment, attendance and enrichment)</li> </ul>	1, 2, 3, 4 & 5
Academy conference, October 24.	Whole staff conference led by The 3-18 Education Trust. Workshop style training and key note speakers with a focus on all aspects of education, mental health, lesson study, SEND, IT, wellbeing, specific needs, groups of learners.	1, 2, 3, 4 & 5

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

Budgeted cost: £23,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading, 15 mins for each TA £10,624	<ul style="list-style-type: none"> <li>• 1:1 time individual reading with a TA. 'Daily readers' are identified in each class and these children read to an adult every day.</li> <li>• Focus points are: the need for regular practice, language acquisition, reading for pleasure and comprehension.</li> <li>• This additional reading will in turn impact on children's writing ability through access to wider vocabulary and sentence structure in addition to story ideas and language styles.</li> </ul>	1, 2, 3, 4
Lara Chaplin intervention groups £12,729	<ul style="list-style-type: none"> <li>• Weekly intervention groups led by a highly skilled teacher focussing on specific areas of need within each class. These rotate at least termly, often half termly.</li> <li>• Mrs Chaplin leads interventions in Writing and Maths. The children are selected to groups based on specific need – either to boost the children just</li> </ul>	1, 2, 3, 4

	<p>below the expected standard to ensure they meet ARE, or to extend the more able to enable them to reach greater depth.</p> <ul style="list-style-type: none"> <li>• Mrs Chaplin also works with children who are quite a way below ARE, with the hope of closing the gap and extending them as close to ARE as possible.</li> <li>• Mrs Chaplin also leads 1:1 sessions for specific learners to target and close their gaps. Focus for 23/24 is maths for the 1:1 Work.</li> <li>• Weekly intervention groups focussing on writing, sentence structure, writing knowledge - delivered by an experienced teacher</li> <li>• Writing has been identified as an area to close the gap, in particular sentence structure in KS1 and content in KS2.</li> <li>• Weekly writing groups will focus on tasks personalised to the children including using phonics for EY/KS1.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor support with Mrs Mason 6hrs PPG from main budget - £7,676	<ul style="list-style-type: none"> <li>• Delivery of small group session of Relax Kids and No Worries.</li> <li>• Delivery of specific programme Cool Kids</li> <li>• Delivery of 1:1 CBT intervention using Reach for the Top, Manage my Monster and other adapted or personalised programmes to cater for specific mental health and well-being needs.</li> </ul>	3, 4, 5
Providing a healthy start to the day to ensure children can concentrate effectively and are ready to learn. £2100 – BC £1000 – food in class	<ul style="list-style-type: none"> <li>• Breakfast club places for children eligible for PPG weekly based on need and parental preference.</li> <li>• Daily in class breakfast (fruit or toast) when pupils arrive at school, to be provided in the classroom.</li> </ul>	4, 5
Providing daily milk to ensure vitamin content	<ul style="list-style-type: none"> <li>• Daily milk to all pupils eligible for PPG</li> </ul>	3, 5

and supporting/promoting good bone development and oral health £2000		
Attendance incentives - rewards and recognition £200	<ul style="list-style-type: none"> <li>• Monthly class with the highest attendance using the wall chart in the hall – display and announce in achievement assembly and provide class rewards such as playtime rewards/time of the play equipment.</li> <li>• Attendance certificates termly</li> <li>• Attendance recognition and information home on newsletters, monthly highest class attendance.</li> </ul>	3, 4, 5
RAF specific events and projects £500	<ul style="list-style-type: none"> <li>• Participation in STEM projects ongoing throughout the year.</li> </ul>	1, 2, 3, 4
RADY project Costs already accounted for.	<ul style="list-style-type: none"> <li>• Attendance support for families.</li> <li>• Supply release for CPD.</li> <li>• Incentives.</li> </ul>	1, 2, 3, 4
Targeted intervention support at lunchtime and playtimes to enable effective structured play £1,500	<ul style="list-style-type: none"> <li>• Linked to sports premium.</li> <li>• Support to develop playleaders at lunchtime and playtime to ensure children are enjoying their time on the playground. Working to build relationships and support children to play together, taking turns, using equipment and using their imagination to play happily and safely.</li> <li>• Teaching traditional games and the use of sporting equipment to encourage healthy life styles as well as promoting self-esteem.</li> </ul>	3, 5

**Total budgeted cost: £38,730**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

BRAG rated against national comparisons and school data.

Outcomes for learners in EYFS 2025.	PP Expected standard	All pupils Expected standard	National Average
Reading	100%	94%	76.5%
Writing	100%	86%	71.8%
Maths	100%	100%	79.3%
GLD overall	100%	86%	68.3%

  

Outcomes for learners in Phonics 2025.	PP Expected standard	All pupils Expected standard	National Average
Year 1 Phonics	100%	97%	80%
Year 2 Phonics	100%	90%	89%

  

Outcomes for learners in KS1. 2025	PP		All pupils		National Average	
	Exp+	GD	Exp+	GD	Exp+	GD
Reading	60%	20%	75%	10%	72%	19%
Writing	60%	20%	70%	10%	64%	9%
Maths	60%	0%	75%	10%	73%	17%
Science	60%		80%		83%	
RWM combined	60%	0%	65%	5%	59%	6%

  

Outcomes for learners in KS2. 2025.	PP		All pupils		Non-PP		National Average	
	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Reading	60%	40%	85%	41%	90%	30%	75%	33%
SPAG	60%	40%	69%	27%	70%	10%	73%	30%
Writing	80%	20%	81%	8%	85%	5%	72%	13%
Maths	40%	40%	77%	19%	85%	10%	74%	26%
Science	80%		88%		90%		82%	
RWM combined	40%	20%	65%	4%	75%	0%	62%	8%

  

#### A review of our PPG strategy Intended outcomes

Outcome	Success criteria	Achieved?
A narrowing for the attainment gap in reading in KS2	Pupils eligible for PPG will achieve in line with their peers and at or above NA in reading	PP learners achieved 7% above National Average levels at Greater Depth, which is an excellent result. However, 60% of PP learners achieved the expected standard or above compared to 90% of non-PP pupils, creating a gap of 30%. This is a rise

		since the previous year and is therefore a target for development in 2025/26.												
A narrowing for the attainment gap in writing in KS2	Pupils eligible for PPG will achieve in line with their peers and at or above NA in writing	PP learners achieved were broadly in line with non-PP learners and NA. 4PP learners 8% above National Average levels which is an excellent result. PP learners outperformed non-pp learners at Greater Depth, 7% above NA and 15% above non-PP learners.												
Pupils feel confident and able to learn	Pupils will apply growth mindset principles to their learning styles and will achieve and make progress	Evidence suggests that pupils feel confident following their interventions with both LC and JM. They apply strategies to support their behaviour, social skills, well-being and academic abilities. Pupil voice is obtained through pupil surveys, questions post interventions and through learning walks, curriculum walks.												
Pupils attend school, learn and make progress	Pupils will attend for at least 96% or the time Pupils will access home learning if they are not at school for covid reasons.	National average for attendance in 2025 was 94.8% School attendance target in 24/25 was 96% which we achieved as a collective, however PP pupils as an isolated group were 0.5% under target. Non-PP pupils were 0.4% over target.  3% of the pupils who were classed as Persistently Absent were PP in 22/23.												
		<table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP pupils</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>96.2%</td> <td>95.5%</td> <td>96.4%</td> </tr> <tr> <td>Pers Abs.</td> <td>6.3%</td> <td>10.6%</td> <td>4.9%</td> </tr> </tbody> </table>		All pupils	PP pupils	Non-PP	Attendance	96.2%	95.5%	96.4%	Pers Abs.	6.3%	10.6%	4.9%
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Pupils are aware of healthy lifestyle choices and the need to be healthy, they can apply these choices.	Pupils are ready to learn when they arrive at school, they can concentrate effectively due to healthy food and lifestyle choices.	<u>Pupil survey 2025</u> <ul style="list-style-type: none"> <li>•82.9% enjoy school</li> <li>•88% enjoy learning</li> <li>•86% believe behaviour is good around school</li> <li>•96% are safe in school</li> <li>•97% believe school encourages children to look after their physical health</li> <li>•97% believe school encourages children to look after their mental health</li> <li>•97% believe that school encourages respect for all backgrounds, treating others equally</li> </ul> <u>Parents survey 2025</u> <ul style="list-style-type: none"> <li>•100% My child feels safe at Hodnet school</li> <li>•98% My child is happy at Hodnet school</li> <li>•100 Hodnet School is welcoming</li> <li>•97% Behaviour is generally good</li> <li>•96% My child enjoys participating in clubs and activities</li> <li>•100% Would recommend Hodnet school to another parent.</li> </ul>												

		<ul style="list-style-type: none"> <li>• 100% good wraparound care facilities</li> <li>• 96% Offers wider opportunities to support development.</li> </ul>
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## 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
Sport coaching programme focussing on sporting values, rules and respect, confidence and resilience. (£30 per hour, 1 hour per week for 12 weeks = £360) Used as a lunchtime intervention to support successful happy lunchtimes providing structure/games at unstructured times.	Embrace, Shropshire. Activsports
Cool Kids	Wolverhampton.co.uk
1Decision	1decision.co.uk
Happiness trainer, Katie Millard	happinesstrainer.co.uk

## Service pupil premium funding

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<ul style="list-style-type: none"> <li>• We offer the children additional support from a mentor in school who is widely trained in a range of well-being, mental health and academic support packages. Our mentor is also from a military family and can support families with specific needs.</li> <li>• We offer additional reading time, Relax groups, in class or external support when needed and access to the mentor when needed.</li> <li>• We participate in local and national service events as set out by the Little Troopers organisation.</li> <li>• Support at the time of deployment with Mrs Mason leading intervention programmes to support at specific times.</li> <li>• We attend termly meetings at RAF Shawbury to ensure our links remain strong and that we participate in local events to support pupils.</li> </ul>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<ul style="list-style-type: none"> <li>• Service pupils happy and settled in school and accessing the curriculum as intended.</li> </ul>

- Families supported at the time of need with a range of interventions or family support, such as deployment or postings
- Service pupils academic achievements are in line with or above national averages, with many pupils working above expectations.

## Further information

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