

# Hudson Road Primary School

## Pupil Premium Strategy Statement 2025-2028

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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hudson Road Primary
Number of Reception-Y6 pupils in school	311
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs C Westgate Headteacher
Pupil premium lead	Mr A Trewick Deputy Headteacher
Governor lead	Mrs J Kirby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-25	£138,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£138,650</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hudson Road we want all pupils, irrespective of their circumstances or any challenges that they might face, to make good progress and achieve their best possible attainment across all subject areas. The focus of our pupil premium strategy is to support those identified disadvantaged pupils to achieve that goal.

We consider the challenges faced by **all** of our most vulnerable pupils (including those who have a social worker, who have special educational or medical needs and those pupils who are newly-arrived in the UK). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are identified as disadvantaged or not.

High-quality teaching continues to be 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. It is our intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Our approach takes account of identified whole school areas for development as well as individual needs. We use an evidence based approach including robust diagnostic assessment.

To ensure they are effective we:

- Continue to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that all pupils are taught from a structured programme of study that leads to measurable improvement in their work
- act early to intervene at the point need is identified
- develop confidence and skills that support effective learning (for example through the use of evidence based interventions and enrichment activities).

## Challenges

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

Challenge number	Detail of challenge
1	On entry assessments and observations indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are most evident on entry into Nursery and Reception and can impact on readiness to learn.
2	In Early Years and for in year admissions, on entry assessment and observations indicate that many children, particularly those who are disadvantaged, have additional needs that have not been identified by pre-school partners or have not had appropriate support/provision put in place to meet their needs.
3	Where there are under-developed speech and language skills then those KS1 children generally have greater difficulties with phonics and a more restricted vocabulary than their peers. This negatively impacts their development as fluent readers.
4	Our assessments and observations indicate that many KS1/2 pupils who are in-year admissions have significant knowledge and skills gaps and as a result pupils are at risk of falling further behind age-related expectations, especially in phonics in KS1, the MTC in Y4 and in writing and reading fluency across KS2.
5	Our observations and discussions/focus groups with pupils and families have identified a lack of enrichment opportunities that means that many disadvantaged pupils have gaps in their experiences and skills that impact on learning including their attainment.
6	Teacher referrals for support for pupils' social and emotional needs remain high. In 2024-25 42 pupils (23 of whom are disadvantaged) required additional support with social and emotional needs. This negatively impacts on their attitudes and ability to learn.
7	Of our persistent absentees (attendance under 90%) a significant majority are identified as disadvantaged pupils. Our assessments and observations indicate that poor attendance is negatively impacting on some disadvantaged pupils' progress.

## 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
1. Improve speech and language skills and vocabulary among disadvantaged pupils through structured programmes across Early years.	Large majority of children (including those identified as disadvantaged) achieve in line with age related expectations in speech and communication and achieve a good level of development at the end of Reception.

2. Early identification of needs and effective targeted support ensures age appropriate development for majority of pupils and additional provisions in place where needed.	<p>All pupils with identified SEND have an up-to-date support plan including timely access to appropriate partner services to ensure they can achieve their best.</p> <p>Staff use assess/do/plan/review cycle to identify pupils needing more specialist support or assessment.</p>
3. The large majority of pupils are fluent readers by the end of KS1.	<p>The % of Year 1 pupils (including those identified as disadvantaged) achieving the expected phonics standard is at least in line with national average.</p> <p>The large majority of Year 2 pupils (including those identified as disadvantaged) achieve the expected standard in reading.</p>
4. On entry assessment of in year admissions, accurately identifies gaps in knowledge and skills and these are addressed in teaching or with specific intervention programmes.	The large majority of pupils achieve in line with age related expectations in phonics, MTC and end of KS2 testing.
5. Pupils have access to enrichment opportunities that support the full school curriculum and address gaps in the experiences of disadvantaged pupils.	<p>Records show the large majority of disadvantaged pupils participate in relevant enrichment activities.</p> <p>Because of the rich curriculum experiences that disadvantaged pupils receive, their achievement at end of KS2 is at least in line with national PP averages.</p>
6. Pupils are supported to access school and learning successfully and to have positive attitudes to learning.	Sustained high levels of wellbeing from 2025-28 demonstrated by qualitative data from student voice, student and parent forums and feedback and staff observations.
7. Improve the attendance of disadvantaged pupils identified as persistent absentees from initial 2024-2025 data.	% of persistent absentees (including disadvantaged pupils) is in line with or lower than local averages.

## Activity in this academic year: 2025-2026

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: £63,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured online programme that develops pupils reading fluency/speed/understanding. Subscription to Reading Plus to support the development of reading fluency in KS2.	Strong evidence base to indicate that reading fluency underpins success in reading at KS2. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a> See section 3  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a>	4
Subscription to Little Wandle a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Additional resources including updated reading books that match scheme are needed to ensure pupils are able to complete any missed phases (for example because of lower than average attendance or in year admission).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3
Ensure that disadvantaged pupils are working within age appropriate expectations in reading, writing and maths through small class sizes across KS1/2 and a targeted KS2 teacher led intervention group to ensure full participation, work	Teaching in smaller class sizes targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	2 4 6

specific to individual needs taught by qualified teacher.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Developing secure speech and language through structured programmes and rich activities across the Early Years curriculum and into KS1/2. These can support pupils to develop their speech, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3

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

Budgeted cost: £ 59,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional individual and small group “keep up” interventions by experienced staff. This small group approach across Reception and KS1 ensures full participation.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Small group “keep up” support for targeted disadvantaged pupils in key transitions (Reception/Y1, Y2/3 and Y4/5) as well as modelling of appropriate learning behaviours including lunchtime/playtime support as needed.	Teaching 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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4 6

	<a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Specific support for Looked after pupils and disadvantaged KS2 pupils with SEND around social and emotional difficulties including individual therapeutic interventions – in 6 week block with specialist counsellor and support from experienced SEN TA.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	6
Provision of additional experienced staff at HLTA level to lead interventions and individual keep up/ catch up programmes in KS2.	Teaching 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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 4

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

Budgeted cost: £ 15,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for identified families from dedicated Early Help Worker able to complete home visits, phone calls and meetings.  All absences by identified pupils followed up with personal phone call, referral for support, advice by office staff.	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Access to enrichment opportunities that support the full school curriculum and address gaps in the experiences of disadvantaged pupils including transport for residential visits, holiday booster	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	5 6

and fitness schemes for target year groups and educational visits that to support the Hudson Road curriculum.	<p>performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Impact of residential experience on academic achievement.</p> <p><a href="https://www.researchgate.net/project/Residential-Outdoor-Experiences-for-Young-People">https://www.researchgate.net/project/Residential-Outdoor-Experiences-for-Young-People</a></p> <p>Loynes, Dudman and Hedges.</p>	
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**Total budgeted cost: £138,650**



## 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.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils in Y6 at the end of KS2 was an upward trend because of a significant number of additional measures to ensure that they were well prepared for secondary school. At Greater Depth for combined reading/writing /maths Pupil Premium pupils outperformed non-PP pupils

Because of the successful mitigations outlined in this strategy, outcomes at the end of Y6 in 2025 indicated upward trends in reading, writing and maths at expected and greater depth standard. In reading and maths Y6 attainment was above national average. There was an upward trend at the end of Reception with 62% of children achieving a Good Level of development (GLD). There was an upward trend in attainment at the end of KS1.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health remain a strength of the school. Access to appropriate assessment and support via health services remains a challenge for many families. The impact was particularly acute for disadvantaged pupils. We are addressing these gaps through our plan.

Pupil absence for 2024-25 at 4.1% was lower than national average and an improving trend for all groups.

See also Outcomes from 2024-25

Please see Pupil Premium Strategy 2022-25

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Plus	
Little Wandle phonics	
Letter Join	

## Further information

### Additional funding from

- ✓ Community Fund-additional funding so we can offer 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.
- ✓ Sir Tom Cowie Trust-funding for an agreed programme of enrichment visits