

Pupil premium strategy statement – Hummersea Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 302 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| 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) | 2024-27 |
| Date this statement was published | 12 th December 2025 |
| Date on which it will be reviewed | April 2026 July 2026 November 2026 |
| Statement authorised by | Claire Grainger |
| Pupil premium lead | Claire Grainger |
| Governor / Trustee lead | Jeanne Parnutt |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £178,304 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | £178,304 |
| <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> | |

Part A: Pupil premium strategy plan

Statement of intent

Hummersea Primary aims to use pupil premium funding to ensure all disadvantaged pupils achieve and sustain positive outcomes. We are an inclusive, ambitious school that is passionately committed to giving our pupils the best start in life regardless of their background or need. The school is situated in a highly deprived area of the North East and even though the socio-economic challenges faced by the school can have an effect on final attainment figures our aim is to ensure the gap between disadvantaged pupils and their peers is reduced.

We are aware that a variance in terms of, employability, progression to further education and wider life experience and academic attainment exists for those pupils with socio economic disadvantage.

Many of our families, although they may not qualify for free school meals, still find the financial demands and pressures of everyday life difficult. We wholly recognise there are many disadvantaged children who do not receive funding. We are vigilant with these children also.

First class quality teaching and learning is at the heart of everything we do.

This strategy will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Opportunities are provided for our disadvantaged pupils to develop life and social skills through the provision of wider life experiences and a range of extracurricular activities. A structured monitoring programme involving standards meetings with leaders and teachers, ensures pupils' specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments are made to support the child's learning. The "barriers to learning" and removing them with effective teaching, learning and assessment, is crucial for progress to be maximised. Ultimately, we want all children, who leave Hummersea Primary School, to achieve at least in line with National expectations.

Our key principles in the strategy:

- To provide smaller class sizes where possible to maximise the high-quality teaching that all children can receive.
- To provide further support and intervention to children where identified as part of standards meetings.
- To provide wider learning opportunities and experiences for all children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low levels on entry of all pupils particularly in communication, literacy and language. The school is situated in a highly deprived area. Lack of school readiness, limited parenting skills and knowledge of key early developmental skills and attributes |
| 2 | Disadvantaged pupils do not always make better than expected progress from their starting points in RWM |
| 3 | Poor attendance for some PP children including children in nursery who are therefore not school ready |
| 4 | Limited life experiences beyond the home due to financial/ social / cultural factors. Lack of parental aspiration and engagement in school. The majority of our PP children lack academic motivation and are surrounded by second and third generations of unemployment with low aspirations. These children need support to improve their attitudes towards being successful learners. Some families find it difficult to access support and need specific help both academically and pastorally. |
| 5 | Discussions with families living in the deprived ward of Loftus mean that the children are not exposed to wider learning opportunities that other families make available to their children. For example, visits to local farms or Christmas decoration making |
| 6 | Challenging family circumstances leading to poor mental health and emotional wellbeing of some pupils and families. Impact of COVID 19 on mental health and functionality of families continues |

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 |
|---|---|
| Good or better progress for all PP pupils from Reception to Year 6 in Reading, Writing and Maths. | <p>All Pupil Premium pupils will make good or better progress in RWM</p> <ul style="list-style-type: none">• Standards meetings to include scrutiny of PP Pupils• Use Standards meetings to track and monitor progress of all pupils• Book scrutinies and pupil interviews to include PP pupils |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Termly data analysis with a focus on PP and key groups. • Clear strategic planner with lesson observations/ learning walks/ book scrutinies and pupil interviews. • CPD opportunities for staff. • Smaller class sizes where possible to maximise high quality teaching and learning |
| Improved attainment to reduce the gap between groups in Reading, Writing and Maths | <p>Pupils will meet national expectations</p> <p>PP pupils achieve at least in line with Non disadvantaged children</p> <ul style="list-style-type: none"> • Clear strategic planner with lesson observations/ learning walks/ book scrutinies and pupil interviews. • Appropriate interventions identified for targeted pupils • CPD for staff • Clear expectations for English and Maths shared with all staff, monitored and evaluated • Continued targeted support of pupils needing phonics and reading interventions at KS2 • Embed reading offer and promotion of a love of reading/reading for pleasure culture across school |
| Improved attendance and punctuality for all groups | <p>The attendance of PP children at least matches that of non-PP children, the gap between attendance for PP children and non-PP children has closed. Aspirational target for all of 97%</p> <ul style="list-style-type: none"> • Attendance support offered for families with attendance below expected level. • Persistent absentees supported by LA attendance team • Rewards for 100% attendance termly and annually • Attendance weeks to promote the importance of being in school every day and on time • Weekly attendance in Achievement assembly • Use of social media to promote excellent attendance |

| | |
|---|--|
| Good personal development and health wellbeing of pupils and families | <p>Children feel happy and safe, can leave worries behind and focus on learning. They receive the correct support and challenge. They will make progress due to not being inhibited by personal experiences</p> <ul style="list-style-type: none"> • School to continue work alongside parents and outside agencies • The Bungalow Project Counselling for targeted pupils • Headstart Silver Award to be achieved and Headstarters pupils leadership group • Whole school approach to emotional regulation strategies to be embedded and developed further • Planning of activities related to our school values to support children's personal development • Parental workshops and support sessions |
| Widened life experiences and range of rich learning opportunities | <p>PP children participate in extended learning opportunities. Children participate in school trips and visits. They are provided with opportunities they would not normally have access to</p> <ul style="list-style-type: none"> • Provide a range of opportunities to enrich learning including, local trips, theatre visits, residential trips, and visitors into school • TVMS to continue Music provision for KS2 • Themed weeks with aspirational visitors and careers advice/ suggestions • Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool clubs |

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: £ 120,985

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Further develop Standards meetings to track and monitor progress for all pupils to ensure greater impact of high-quality teaching | Pupil progress meetings and careful tracking of pupils ensures progress of all and identifies pupils who require additional support including the impact of poor attendance | 1,2,3 |
| CPD opportunities for staff. The delivery of high quality CPD for all staff around effective teaching and learning approaches including release time for staff to observe strong teaching both in school and other schools | Quality CPD and evidence-based research results in quality first teaching. Research opportunities can improve the quality of teaching and learning. Evidence based research links into the school Teaching and Learning policy | 1, 2 |
| Reading offer created to provide opportunities to promote a love of reading and reading for pleasure | Reading a variety of texts develops vocabulary and supports writing. School have completed the programme 'Transforming Reading Culture' to impact on the development of a love of reading and reading for pleasure across school using evidence-based approaches. Changes to school library enhance children's ability to select books based on own interests | 1, 2 |
| Formalise the assessment criteria within school to ensure focused intervention for those at risk of under achieving or | The implementation of consistent assessment processes ensures robust assessment take place and supports teacher judgements at key assessment points. Purchase of Reading Plus and subsequent training this academic year to develop | 1, 2 |

| | | |
|-----------------------------------|--|--|
| making at least expected progress | motivation for reading and to support assessment | |
|-----------------------------------|--|--|

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

Budgeted cost: £ 10,319

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted Intervention for pupils identified as having additional needs or those at risk of falling behind e.g. Little Wandle, reading, maths. Ensure interventions are resourced and timetabled. | <p>Small focused interventions can accelerate learning EEF: Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/teaching-assistantintervention</p> <p>Timetabled interventions for phonics and reading across school.</p> | 1, 2 |

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

Budgeted cost: £ 47000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Range of educational visits to create memorable events and provide context for learning</p> <p>Organise visitors into school to develop children's love of learning</p> <p>Residential trip for Years 3 – 6</p> <p>Forest Schools as part of regular curriculum</p> | <p>Widens pupils' experiences. Raises aspirations. Increases motivation</p> <p>Develops a love of learning</p> | 4, 5 |

| | | |
|--|--|----------------|
| <p>To provide targeted support to pupils with below expected attendance. Continue with weekly attendance rewards for the class with the best attendance and termly rewards for individual 100% attendance per term to encourage regular attendance for all children. Breakfast Club support to parents with personal difficulties and to encourage good attendance</p> <p>Organise Attendance week with rewards and prizes for excellent/ most improved attendance</p> | <p>Higher attendance leads to improved outcomes – you need to be at school to learn</p> <p>Increase concentration skills, attendance and retention Improved health and wellbeing to support learning</p> | <p>1, 2, 3</p> |
| <p>Provide a range of extracurricular clubs for KS1 and KS2 pupils at lunchtime and afterschool club</p> | <p>Widening life experiences develops whole child and provides enrichment that they would not normally experience. Develops vocabulary. Develops concentration</p> | <p>4, 5</p> |
| <p>To expose pupils to new opportunities, inspirational speakers and occupations in order to raise aspirations and broaden horizons</p> | <p>Opportunities to inspire learning and real-life experiences to extend vocabulary and support learning. Create and develop pupils' interest in learning</p> | <p>4</p> |
| <p>TVMS Provision to support children with access and use of musical instruments</p> | <p>Improved concentration and behaviour. Improved mathematics skills by developing appreciation to patterns and rhythm. Development of children's skills and experiences</p> | <p>5</p> |
| <p>Targeted counselling and mental health support for individual or groups of children. Workshops for parents and carers on ways to support their child</p> | <p>1:1 or group support from specialist trained individuals will impact on children who have experienced trauma or have difficulties with their emotional health and wellbeing.</p> | <p>6</p> |

Total budgeted cost: £ 178,304

Part B: Review of the previous academic year

Outcome 1

Good or better progress for all PP pupils from Reception to Year 6 in Reading, Writing and Maths.

Pupil Characteristics Analysis

| EYFS GLD | Year | GLD & Early Learning Goals | | | | | | | | | | | | | | | |
|---|---------|----------------------------|---------|----------|--------------------|---------|-------------|----------|------------------|---------|--------|----------|---------|--------|---------|----------|-----|
| | | PP v NonPP SUMMARY | | | | | | | | | | | | | | | |
| | | No. | GLD | | CL List, Att & Und | | CL Speaking | | LIT Word Reading | | SCHOOL | | SCHOOL | | SCHOOL | | |
| 2025 National not yet published | 2025 | 34 | 68% | NATIONAL | 68% | SCHOOL | 76% | NATIONAL | 82% | SCHOOL | 76% | NATIONAL | 83% | SCHOOL | 71% | NATIONAL | 77% |
| | 2024 | 39 | 64% | | 68% | SCHOOL | 67% | NATIONAL | 82% | SCHOOL | 69% | NATIONAL | 82% | SCHOOL | 69% | NATIONAL | 76% |
| | 2023 | 36 | 69% | | 67% | SCHOOL | 75% | NATIONAL | 82% | SCHOOL | 81% | NATIONAL | 83% | SCHOOL | 78% | NATIONAL | 76% |
| | 3YR avg | 109 | 67% | | 68% | SCHOOL | 72% | NATIONAL | 82% | SCHOOL | 75% | NATIONAL | 83% | SCHOOL | 72% | NATIONAL | 76% |
| ALL PUPILS | 2025 | 13 | 62% | NATIONAL | 51% | SCHOOL | 62% | NATIONAL | 70% | SCHOOL | 62% | NATIONAL | 72% | SCHOOL | 62% | NATIONAL | 60% |
| | 2024 | 10 | 70% | | 52% | SCHOOL | 70% | NATIONAL | 72% | SCHOOL | 80% | NATIONAL | 73% | SCHOOL | 70% | NATIONAL | 61% |
| | 2023 | 0 | 58% | | 52% | SCHOOL | 67% | NATIONAL | 73% | SCHOOL | 75% | NATIONAL | 74% | SCHOOL | 75% | NATIONAL | 61% |
| | 3YR avg | 23 | 65% | | 52% | SCHOOL | 65% | NATIONAL | 72% | SCHOOL | 70% | NATIONAL | 73% | SCHOOL | 65% | NATIONAL | 61% |
| Pupil Premium | 2025 | 21 | 71% | NATIONAL | 73% | SCHOOL | 86% | NATIONAL | 85% | SCHOOL | 86% | NATIONAL | 85% | SCHOOL | 76% | NATIONAL | 80% |
| | 2024 | 29 | 62% | | 72% | SCHOOL | 66% | NATIONAL | 84% | SCHOOL | 66% | NATIONAL | 85% | SCHOOL | 69% | NATIONAL | 80% |
| | 2023 | 0 | 75% | | 72% | SCHOOL | 79% | NATIONAL | 85% | SCHOOL | 83% | NATIONAL | 86% | SCHOOL | 79% | NATIONAL | 80% |
| | 3YR avg | 50 | 66% | | 72% | SCHOOL | 74% | NATIONAL | 85% | SCHOOL | 74% | NATIONAL | 85% | SCHOOL | 72% | NATIONAL | 80% |
| Non Pupil Premium (Other) | 2025 | 21 | 71% | NATIONAL | 73% | SCHOOL | 86% | NATIONAL | 85% | SCHOOL | 86% | NATIONAL | 85% | SCHOOL | 76% | NATIONAL | 80% |
| | 2024 | 29 | 62% | | 72% | SCHOOL | 66% | NATIONAL | 84% | SCHOOL | 66% | NATIONAL | 85% | SCHOOL | 69% | NATIONAL | 80% |
| | 2023 | 0 | 75% | | 72% | SCHOOL | 79% | NATIONAL | 85% | SCHOOL | 83% | NATIONAL | 86% | SCHOOL | 79% | NATIONAL | 80% |
| | 3YR avg | 50 | 66% | | 72% | SCHOOL | 74% | NATIONAL | 85% | SCHOOL | 74% | NATIONAL | 85% | SCHOOL | 72% | NATIONAL | 80% |
| Gaps 2023-2025 | | Year | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | |
| School Pupil Premium v National Non-Pupil Premium | | 2025 | 11% | 22% | | 23% | 15% | | 23% | 13% | | 18% | 20% | | 10% | 19% | |
| | | 2024 | 2% | 20% | | 14% | 12% | | 5% | 12% | | 11% | 12% | | 5% | 19% | |
| | | 2023 | 14% | 20% | | 18% | 12% | | 16% | 12% | | 19% | 13% | | 15% | 19% | |
| | | 3YR Avg | 7% | 21% | | 19% | 13% | | | | | | | | | | |

A continued focus on early literacy skills in EYFS to increase the % of PP children with achieving GLD

- Early Words Together Intervention with parents/families
- Early Talk Boost Speech & Language Programme has been introduced
- Focus on checkpoints in EYFS for secure assessment and planning of provision to meet children's needs
- EY Lead/Literacy Lead has attended transforming reading culture training and started Oracy training through local English Hub.
- Drawing Club and Story Dough Intervention to increase oracy, vocabulary development and developing ideas for early writing

| PHONICS Y1 | Year | PHONICS | | |
|---------------------------|---|--------------------|------|---------|
| | | PP v NonPP SUMMARY | | |
| ALL PUPILS | No. | 32+ / 40 | | |
| | 2025 | 40 | 68% | 80% |
| | 2024 | 37 | 89% | 80% |
| | 2023 | 32 | 84% | 79% |
| | 3YR avg | 109 | 80% | 80% |
| Pupil Premium | 2025 | 15 | 67% | 67% |
| | 2024 | 15 | 87% | 68% |
| | 2023 | 15 | 67% | 67% |
| | 3YR avg | 45 | 73% | 67% |
| | 2025 | 25 | 68% | 84% |
| Non Pupil Premium (Other) | 2024 | 22 | 91% | 84% |
| | 2023 | 17 | 100% | 83% |
| | 3YR avg | 64 | 84% | 84% |
| | Gaps 2023-2025 | | Year | Sch Gap |
| | School Pupil Premium v National Non-Pupil Premium | | | NAT Gap |
| 2025 | | 17% | | 17% |
| 2024 | | -3% | | 16% |
| 2023 | | 16% | | 16% |
| 3yr Avg | | 10% | | 16% |

Continue to deliver the Little Wandle Phonics Programme to increase the % of PP children passing the phonics screening check

- Daily teaching of phonics following Little Wandle Programme
- Delivery of keep up and catch up interventions to support children with gaps in knowledge

Pupil Characteristics Analysis

| Key Stage Two | Year | EXPECTED STANDARD | | | | | | | | | | | | |
|---------------------------|---|--------------------|------|----------|---------|--------|---------|----------|-----|---------|---------|----------|---------|---------|
| | | PP v NonPP SUMMARY | | | | | | | | | | | | |
| ALL PUPILS | No. | RWM Comb | | Reading | | | Writing | | | Maths | | | | |
| | 2025 | 40 | 50% | NATIONAL | 62% | SCHOOL | 53% | NATIONAL | 75% | SCHOOL | 80% | NATIONAL | 72% | |
| | 2024 | 40 | 58% | NATIONAL | 61% | SCHOOL | 65% | NATIONAL | 74% | SCHOOL | 78% | NATIONAL | 72% | |
| | 2023 | 42 | 74% | NATIONAL | 60% | SCHOOL | 83% | NATIONAL | 73% | SCHOOL | 86% | NATIONAL | 71% | |
| | 3YR avg | 122 | 61% | NATIONAL | 61% | SCHOOL | 67% | NATIONAL | 74% | SCHOOL | 81% | NATIONAL | 72% | |
| Pupil Premium | 2025 | 21 | 29% | NATIONAL | 47% | SCHOOL | 29% | NATIONAL | 63% | SCHOOL | 71% | NATIONAL | 59% | |
| | 2024 | 24 | 54% | NATIONAL | 45% | SCHOOL | 63% | NATIONAL | 62% | SCHOOL | 83% | NATIONAL | 58% | |
| | 2023 | 22 | 73% | NATIONAL | 44% | SCHOOL | 82% | NATIONAL | 60% | SCHOOL | 77% | NATIONAL | 58% | |
| | 3YR avg | 67 | 52% | NATIONAL | 45% | SCHOOL | 58% | NATIONAL | 62% | SCHOOL | 78% | NATIONAL | 58% | |
| | 2025 | 19 | 74% | NATIONAL | 69% | SCHOOL | 79% | NATIONAL | 81% | SCHOOL | 89% | NATIONAL | 78% | |
| Non Pupil Premium (Other) | 2024 | 16 | 63% | NATIONAL | 67% | SCHOOL | 69% | NATIONAL | 80% | SCHOOL | 69% | NATIONAL | 78% | |
| | 2023 | 20 | 75% | NATIONAL | 66% | SCHOOL | 85% | NATIONAL | 78% | SCHOOL | 95% | NATIONAL | 77% | |
| | 3YR avg | 55 | 71% | NATIONAL | 67% | SCHOOL | 78% | NATIONAL | 80% | SCHOOL | 85% | NATIONAL | 78% | |
| | Gaps 2023-2025 | | Year | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | | Sch Gap | NAT Gap | | Sch Gap | NAT Gap |
| | School Pupil Premium v National Non-Pupil Premium | | 2025 | 40% | 22% | | 52% | 18% | | 7% | 19% | | 28% | 19% |
| 2024 | | 13% | 22% | | 18% | 18% | | -5% | 20% | | 4% | 20% | | |
| 2023 | | -7% | 22% | | -4% | 18% | | 0% | 19% | | -12% | 20% | | |
| 3YR Avg | | 15% | 22% | | 21% | 18% | | 0% | 19% | | 6% | 20% | | |

To keep the attainment gap between disadvantaged and non-disadvantaged children as close to national average based on external end of KS2 tracking.

- *Standards meetings carried out to identify what support is needed as part of high-quality teaching in closing the attainment gap*
- *Interventions delivered targeting children needing support for reading, phonics and maths*

A focus on reading attainment in KS2 continues to be required. Phonics catch up interventions continue to work successfully across school in line with Little Wandle which is DfE approved.

- *Reading offer continues to be reviewed across school. School have moved to whole class reading sessions with a specific focus on the explicit teaching of reading skills.*
- *Reading Plus has been purchased to provide reading support as well as intervention for all children across school.*
- *CPD and training on promoting a love of reading and reading for pleasure across school.*
- *School library developed which allows children to select books based on genres and own interests rather than book levels to promote a love of reading.*

Outcome 2

For at least 75% of disadvantaged children to make or exceed national expected progress based on moderated internal data.

- *Standards meetings to look at children's progress and what, if any support was needed to ensure they made good progress.*
- *Children make good progress from their low starting points.*

Outcome 3

To provide wider social learning opportunities for all children.

- Children have continued to be provided opportunities to attend residential and trips
- Forest schools' curriculum continues to be developed to support children's problem solving, team work and social understanding whilst learning through outdoor activities
- Visitors to school have been welcomed to develop aspects of social learning and to enhance the curriculum. These have included sports people, authors, visitors from the local community e.g. Local MP's, school nursing team, local police
- Opportunities have been planned and carried out for children to experience things they would not normally be exposed to e.g. chequers tournament, tasting foods from different cultures

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.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*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***

| |
|---|
| |
| The impact of that spending on service pupil premium eligible pupils |