

# Pupil premium strategy statement 2025- 2026

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Great Hockham Primary School and Nursery
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	February 2026 July 2026
Statement authorised by	Lisa Hazard
Pupil premium lead	Claire Fowler
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,310
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£23,310</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
<b>LAC funding</b>	£600

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention, when considering how best to direct pupil premium funding, is to ensure all our children are given the best opportunity to make good progress and achieve well, irrespective of the challenges they face. Linked to this aim, we are committed to ensuring that all children receive the social and emotional support they need to thrive. We firmly believe that high quality teaching is the most effective way to support children academically, and this belief is substantiated by research. (This approach is not limited to those children designated as Pupil Premium as many other disadvantaged children will be in need of similar levels of support yet, for economic or other reasons, are not classified as Pupil Premium.)

Where the approach of quality first teaching needs to be supplemented by targeted interventions, including pre-teaching, precision teaching or emotional support, we have built a robust programme led by experienced teachers and HLTAs, or by TAs with particular skills. We also have the support of a highly effective SENDCo. Beyond this provision, we provide individual tutoring for those children who we have identified as being most in need. We also work in partnership with the Schools and Communities Team to enrich our provision for children who need support with their well-being and employ a specialist teacher of Outdoor Learning to provide well-being and Nurture sessions, which enriches our programme of Nurture support which is run by two highly-experienced practitioners.

The principal ways in which we achieve our aims are as follows:

- Robust assessment procedures to identify need early. These include extensive use of Assessment for Learning throughout the curriculum
- Early intervention to address need
- Ensuring work is accessible yet challenging for all pupils
- Regular opportunities for all staff to discuss progress, attainment and ways to support children on both an individual and common needs basis
- Adoption of effective and proven practice of teaching phonics, reading and maths
- Seeking and engaging with high quality CPD
- Rigorous monitoring, moderation and self-evaluation procedures
- A flexible, creative and open-minded approach to supporting children's wider needs

## Challenges

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

Challenge number	Detail of challenge
1	Although attendance is good for most of our cohort, we wish to address some isolated cases of lower attendance and support families with this challenge
2	There is a significant minority of children in the cohort with communication challenges
3	There is a core of children in the cohort with SEMH challenges
4	Average attainment in writing is slightly below national expectations
5	There is a lack of wider opportunity for a large proportion of the cohort
6	A small but significant number of the cohort have difficulties in regulating their behaviour which impacts on learning as well as on their ability to thrive in social situations

## 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
<b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: 90% of disadvantaged pupils having attendance figures in line with, or exceeding, non-disadvantaged pupils, and exceeding our school target of 96.5%
<b>Communication</b> Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
<b>Wellbeing</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in bullying · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<b>Writing</b>	Attainment of disadvantaged pupils compares favourably with the attainment of

Improved writing attainment for disadvantaged pupils at the end of KS2	disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in school KS2 writing outcomes in 2026/27 show that more than 85 % of disadvantaged pupils met the expected standard.
<b>Enrichment</b> To ensure disadvantaged pupils have part funded access to a range of enrichment activities across the school year	All children have the opportunity to engage with a wide range of extra-curricular activities that enrich their learning experience. These will include, but not necessarily be limited to, trips, holiday clubs and after-school clubs
<b>Regulation</b> To ensure improved support for all pupils, particularly our pupil premium pupils, in self-regulating their behaviour and responses to challenges	Reduction in incidences where children have become dysregulated demonstrated by: qualitative data – pupil voice and adult observations; quantitative data – number of recordings on school's management system

## 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: £ 17,482.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and language interventions	EEF Toolkit: <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i> [See also 'Precision teaching' below]	2
Provision of CPD to support communication and interaction:  SIGNALONG PIVAT	EEF Toolkit: <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</i>  <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployment of teaching assistants.</i>	1, 2, 6
Provision of Nurture sessions Provision of Outdoor Learning sessions Engagement with the Schools and Communities Team	<i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup> There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.<sup>6</sup> Numerous large evidence reviews<sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</i>  <a href="#">EEF Social and Emotional Learning.pdf</a> p.7	1, 3, 6
Financial support to access trips, clubs and other	<b>EEF Toolkit:</b> <i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as</i>	1, 3, 4, 5, 6

enrichment opportunities	<p><i>extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. +3 months</i></p> <p><i>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. +2months</i></p>	
Small group interventions led by a teacher to support raising attainment	<p><b>EEF Toolkit: Small group tuition</b> <i>Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p>	4

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

Budgeted cost: £ 2,028.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:4 securing maths skills x 2 groups £46.55 x 44 hours £2028.20</p>	<p><b>EEF Toolkit: Small group tuition</b></p> <p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i></p>	2

	<i>Although the rule “the smaller the better” there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</i>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,799.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of After School Clubs £420		1;4;5
Funding to support families with the cost of school trips £500		5
Mini Military family sessions	EEF Toolkit: <i>Parental engagement. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</i>  The school currently supports the children of forces families. We will be extending this provision by providing more opportunities for families to engage in their children’s learning. We are also ensuring that all families in the school have the opportunity to share their children’s learning in school at least once per term.	5
Funding of transition support 5 weeks x 2 hours pw x £19.73 = £197.30	<i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For</i>	2,3,6



1.5 hours preparation time £26.70	<p>example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup> There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.<sup>6</sup> Numerous large evidence reviews<sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a> p.7</p>	
Funding of outdoor learning nurture sessions 20 x 2.25 x £46.55 £2,094.75	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup> There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.<sup>6</sup> Numerous large evidence reviews <sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a> p.7</p>	1,2,3,6
SEMH support £560.55	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup> There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.<sup>6</sup> Numerous large evidence reviews <sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a> p.7</p>	3
£600 LAC funding – SEMH support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life,</p>	

	<p><i>in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.<sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.<sup>5</sup> There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.<sup>6</sup> Numerous large evidence reviews <sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</i></p> <p><a href="#"><u>EEF Social and Emotional Learning.pdf</u></a></p>	
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**Total budgeted cost: £ 23310.00**

## 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 2024-2025 academic year.

Intended outcome	Success criteria	Outcomes end of 2024 2025 cycle
To ensure all pupils attend school and are punctual	Attendance of at least 90% of our disadvantaged pupils is above 96%	90.47% of pupil premium and services children had attendance figures of over 96%. This marginally exceeded our target.
To raise the attainment and rates of progress of disadvantaged pupils	Attainment of disadvantaged pupils compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in school	<ul style="list-style-type: none"><li>• Average attainment of our pupil premium and services children was in line with and exceeding that of non-disadvantaged pupils in school. It also compared favourably to the national data for the end of KS2.</li><li>• Reading: 100% at expected; 50% greater depth</li><li>• Writing: 75% at expected; 25% greater depth</li><li>• Maths: 75% at expected</li><li>• Tutoring sessions supported children in Year 6 with maths learning. Children in the group progressed from having scaled scores of around 90 at the beginning of the year to achieving the expected standard in the end of year tests.</li></ul>

		<ul style="list-style-type: none"> <li>All other services and pupil premium children made good or excellent progress. 76% of pupils were at the expected standard. Of the 24% not at expected, all made progress and were on the SEND register and had additional learning needs.</li> </ul>
To ensure disadvantaged pupils have part funded access to a range of enrichment activities across the school year	All children have the opportunity to engage with a wide range of extra-curricular activities that enrich their learning experience. These will include, but not necessarily be limited to, trips, holiday clubs and after-school clubs	All children participated in at least one school trip funded by the pupil premium. There was low participation in after-school clubs, despite the offer of funded places.
To ensure all pupils have good wellbeing and know a range of strategies to support positive mental health and to enable them to regulate their behaviour more effectively	Provision of effective, bespoke nurture sessions will result in children identifying their well-being in a more positive way. This will be supported by the views of parents. Well-being lessons will provide all children with strategies to support their mental health. Forest School sessions will be provided for all children for whom an extra benefit has been identified	<p>These sessions were provided to all children requiring this support. They were supplemented by extra transition sessions for children who would find moving to the next class or stage of education challenging. All transitions went well, with no child finding the change disabling and most reporting excitement about the next academic year.</p> <p>We also provided additional sessions run by the Schools Communities Team which were aimed at supporting well-being and these were attended by all of our disadvantaged children who required that extra support.</p>

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Academic support via the tutoring programme Nurture sessions to support behaviour regulation and transition to High School Forces group sessions held throughout the year to provide a shared sense of community and engagement with parents
What was the impact of that spending on service pupil premium eligible pupils?	Children benefited from the extra interventions provided Children transitioned to High School with confidence and success Forces parents reported appreciation of the support

## Further information (optional)

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

Disadvantaged pupils	per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6	£1,515
Pupils in years 7 to 11 recorded as FSM Ever 6	£1,075
Looked-after children (LAC)	£2,630
Previously looked-after children (PLAC)	£2,630

Service children	per pupil rate
Eligible service children in year groups reception to year 11	£350