Pupil Premium Strategy Statement

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
School Name	Hungerford Primary Academy
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	32.9% (113 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	Termly
Statement authorised by	Anna Wheaver
Pupil Premium lead	George Grainger
Governor / Trustee lead	Anne Gadsden

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,058.04
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£143,058.04

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hungerford Primary Academy, we believe that every child deserves the opportunity to succeed, regardless of their background or personal circumstances.

We recognise that disadvantage affects children in different ways and that some pupils face multiple barriers to success. Through a combination of assessment information, attendance data and our knowledge of pupils and families, we identify barriers early and use wider vulnerability indicators to ensure support is targeted where it is needed most.

Our aim is for disadvantaged pupils to achieve well, attend school regularly, enjoy learning and participate fully in all aspects of school life. By providing appropriate support, opportunities and experiences, we help pupils overcome barriers, develop confidence and resilience, and reach their full potential.

High expectations for disadvantaged pupils are at the heart of our approach. We are committed to ensuring that all pupils are challenged, supported and encouraged to achieve their very best, both during their time at Hungerford Primary Academy and beyond.

Pupil Premium is a whole-school priority. All staff share responsibility for improving outcomes for disadvantaged pupils and ensuring that every child feels valued, supported and able to succeed.

We regularly monitor the impact of our strategy to ensure that support is making a positive difference for disadvantaged pupils. Our approach is reviewed throughout the year and adapted where necessary to ensure that funding is used effectively and continues to meet the needs of our pupils.

While this strategy is focused on improving outcomes for disadvantaged pupils, we recognise that barriers to learning can affect any child at different points in their education. The approaches outlined in this strategy are carefully targeted towards disadvantaged pupils while contributing to high-quality teaching and support that benefits all learners.

Challenges

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

Challenge Number	Detail of Challenge
1	Assessment information indicates that disadvantaged pupils, particularly in Reading, Writing and Mathematics, achieve less well than their non-disadvantaged peers. These gaps are evident across a number of year groups and are particularly pronounced in combined outcomes.
2	Attendance data shows that disadvantaged pupils are more likely to have lower attendance and experience persistent absence. Reduced attendance limits access to learning and can negatively impact academic progress, wellbeing and engagement with school.
3	A significant proportion of disadvantaged pupils face multiple and often overlapping barriers to success, including SEND, social, emotional and mental health needs, family circumstances and wider vulnerabilities. These factors can affect pupils' wellbeing, engagement, self-regulation and readiness to learn, increasing the risk of poor attendance, reduced participation and underachievement.
4	Some disadvantaged pupils have limited access to enrichment opportunities, cultural experiences and positive academic role models. This can affect aspiration, engagement with learning and future educational outcomes.

5	Some disadvantaged pupils enter school, or move through the curriculum, with gaps in vocabulary, language and communication skills. These gaps can affect their ability to access the curriculum, express their understanding and achieve well across a range of subjects.

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
Improve attainment and progress for disadvantaged pupils, particularly in Reading, Writing and Mathematics.	• Disadvantaged pupils make strong progress from their individual starting points in Reading, Writing and Mathematics. • The attainment gap between disadvantaged pupils and their peers narrows across Reading, Writing and Mathematics. • An increasing proportion of disadvantaged pupils achieve age-related expectations and higher standards where appropriate.
Improve attendance and reduce persistent absence for disadvantaged pupils.	• Disadvantaged attendance improves from the 2025–26 baseline and the proportion of disadvantaged pupils who are persistently absent reduces. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces over the course of the strategy.
Reduce the impact of multiple and overlapping barriers on disadvantaged pupils' readiness to learn and engagement with school.	• Identified pupils demonstrate improved engagement, self-regulation, attendance and/or access to learning following targeted support, as appropriate to their individual barriers. • Over time, pupils demonstrate reduced barriers relating to attendance, wellbeing, behaviour, self-regulation and engagement, resulting in improved access to learning and participation in school life.
Increase participation in enrichment opportunities and broaden pupils' experiences.	• The proportion of disadvantaged pupils accessing enrichment opportunities, clubs, educational visits, residential experiences and other wider opportunities increases from the 2026–27 baseline. • Participation data demonstrates that disadvantaged pupils are accessing a broader range of enrichment opportunities over the course of the strategy.
Improve vocabulary, language and communication skills.	• Disadvantaged pupils demonstrate measurable improvement in vocabulary, communication and oracy skills from an established baseline, enabling them to access the curriculum more successfully and articulate their understanding with increasing confidence.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and pupil premium plus) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a whole-school approach to identifying, understanding and removing barriers to learning by ensuring all staff have a clear understanding of the barriers faced by disadvantaged pupils and are equipped to respond through high-quality classroom practice. This includes: • Supporting teachers to identify the specific barriers affecting each disadvantaged pupil and adapt classroom practice accordingly • Completing termly reviews of individual barriers and vulnerability indicators • Providing teachers with disadvantaged pupil profiles • Providing staff with termly attainment and attendance summaries	Selected in response to the school's analysis showing that many disadvantaged pupils face multiple and overlapping barriers to learning. The EEF's *A School's Guide to Implementation* highlights the importance of understanding local context, identifying need accurately and implementing evidence-informed approaches that are regularly reviewed and adapted to maximise impact.	1, 2, 3
Develop staff expertise through evidence-informed professional development and collaborative practice to improve outcomes for disadvantaged pupils. This includes: • Professional development focused on adaptive teaching and inclusive classroom practice • Coaching and collaborative planning to share effective teaching strategies • Using assessment and pupil information to adapt teaching to meet individual needs • Regular opportunities for staff to review the impact of classroom practice on disadvantaged pupils	Selected in response to identified attainment aps for disadvantaged pupils. The EEF's *Effective Professional Development* guidance and *Teaching and Learning Toolkit* identify high-quality teaching as the most important in-school factor influencing pupil outcomes, with sustained professional development having a particularly positive impact on disadvantaged pupils.	1, 3
Develop a language-rich curriculum to improve pupils' vocabulary, communication and access to learning across all curriculum subjects. This includes: • Explicit vocabulary instruction • Structured oracy opportunities	Selected in response to identified gaps in pupils' vocabulary, language and communication. The EEF's *Improving Literacy in Key Stage 2* guidance recommends explicit vocabulary	1, 5

• Retrieval practice • Promotion of reading for pleasure • Developing pupils' reading, writing and subject-specific vocabulary across the curriculum • High-quality reading and writing opportunities • High-quality curriculum resources that support vocabulary, language and access to learning • Consistent approaches to phonics, spelling and literacy teaching • Professional development to strengthen language-rich teaching across the curriculum	instruction, high-quality classroom discussion and reading as key approaches for improving literacy and enabling pupils to access the wider curriculum.	

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

Budgeted cost: £43,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted academic intervention following diagnostic assessment to address identified gaps in Reading, Writing, Mathematics and communication, ensuring support is responsive to individual need. This includes: • Pre-teaching • Same-day intervention • Reading intervention • Mathematics intervention • Phonics intervention • Targeted literacy programmes • Occupational therapy and other specialist support where this removes identified barriers to learning	Selected in response to assessment identifying pupils requiring additional support to reach age-related expectations. The EEF's *Teaching and Learning Toolkit* highlights that targeted interventions are most effective when informed by diagnostic assessment and delivered alongside high-quality classroom teaching.	1, 5
Provide personalised academic and pastoral support for pupils requiring additional provision to overcome barriers to learning. This includes: • SEND interventions • Speech and language interventions • Transition support • Targeted support for Mid-year admissions • Diagnostic assessment to identify individual barriers and inform personalised support	Selected in response to the significant proportion of disadvantaged pupils experiencing multiple and overlapping barriers to success. The EEF's *Special Educational Needs in Mainstream Schools* guidance recommends early identification of need, personalised support and effective deployment of additional provision to improve outcomes for pupils with additional needs.	3, 5

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

Budgeted cost: £69,442.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use a whole-school approach to identifying, monitoring and reviewing the barriers faced by disadvantaged pupils through assessment, attendance, SEND information, deprivation data and wider vulnerability indicators, ensuring support is targeted, regularly reviewed and adapted in response to need. This includes: • Maintaining a whole-school disadvantaged register and vulnerability profile. • Termly teacher reviews to identify and monitor pupils' individual barriers to learning and wider vulnerability indicators. • Providing teachers with disadvantaged pupil profiles and vulnerability summaries. • Reviewing vulnerability indicators each term. • Monitoring attainment, attendance and intervention impact. • Coordinating support across teaching, intervention and wider provision to ensure pupils receive joined-up support. • Using evidence to adapt support and ensure funding is used where it has the greatest impact.	Selected in response to the school's commitment to continually evaluating the impact of its Pupil Premium strategy. The EEF's *A School's Guide to Implementation* emphasises the importance of ongoing monitoring, evaluation and adaptation to ensure resources are directed towards approaches demonstrating the greatest impact.	1, 2, 3
Develop a proactive approach to improving attendance and reducing persistent absence for disadvantaged pupils. This includes: • Robust attendance monitoring • Attendance meetings with families • Individual attendance action plans • Practical support for families • Working with external agencies • Celebrating and recognising improved attendance • Attendance incentives and targeted initiatives • Dedicated staff time to support attendance • Specialist attendance advice and support	Selected in response to school attendance data showing that disadvantaged pupils are more likely to experience lower attendance and persistent absence. The DfE's *Working Together to Improve School Attendance* guidance emphasises early identification, strong relationships with families and a graduated response to attendance concerns to improve attendance and educational outcomes.	2, 3
Reduce the impact of social, emotional and wider vulnerabilities through early identification, targeted pastoral support and collaborative working with families and external agencies. This includes: • Emotional wellbeing support • Emotional literacy programmes • Early Help referrals • Transition support • Multi-agency meetings	Selected in response to the number of disadvantaged pupils experiencing social, emotional, family and wider vulnerabilities. The EEF's *Special Educational Needs in Mainstream Schools* guidance highlights the importance of understanding pupils' individual needs, working closely with families and external agencies, and providing targeted support to remove barriers to learning.	3

• Regular communication with families • Targeted family support to address barriers to attendance, engagement and wellbeing • Practical support to remove barriers to participation and access to school		
Improve access to enrichment opportunities that broaden experiences, raise aspirations and promote personal development. This includes: • Educational visits • Residential experiences • Extra-curricular clubs • Outdoor education and enrichment • Additional opportunities such as swimming and other sporting experiences	Selected in response to recognising that some disadvantaged pupils have fewer opportunities to access enrichment beyond the classroom. The DfE's Pupil Premium guidance encourages schools to consider wider strategies that improve pupils' wellbeing, engagement and access to experiences that support personal development alongside academic achievement.	4
Strengthen partnerships with families to promote reading, language development and learning beyond the classroom. This includes: • Reading at home initiatives and incentives • Family reading events • Parent workshops • Guidance to support home learning	Selected in response to the important role families play in supporting children's language development and learning. The EEF's *Working with Parents to Support Children's Learning* guidance highlights that effective home–school partnerships and practical support for parents can improve pupils' engagement, reading and learning.	1, 5

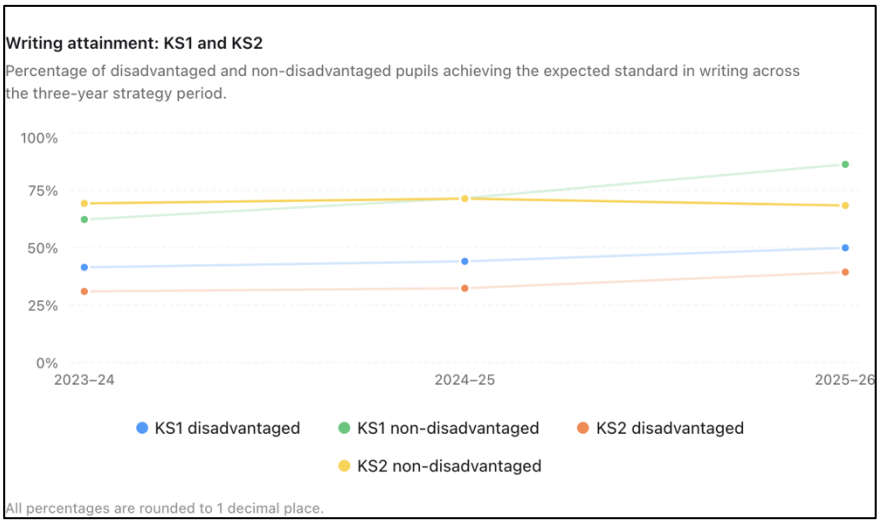
Total Budgeted Cost: £143,058.04

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

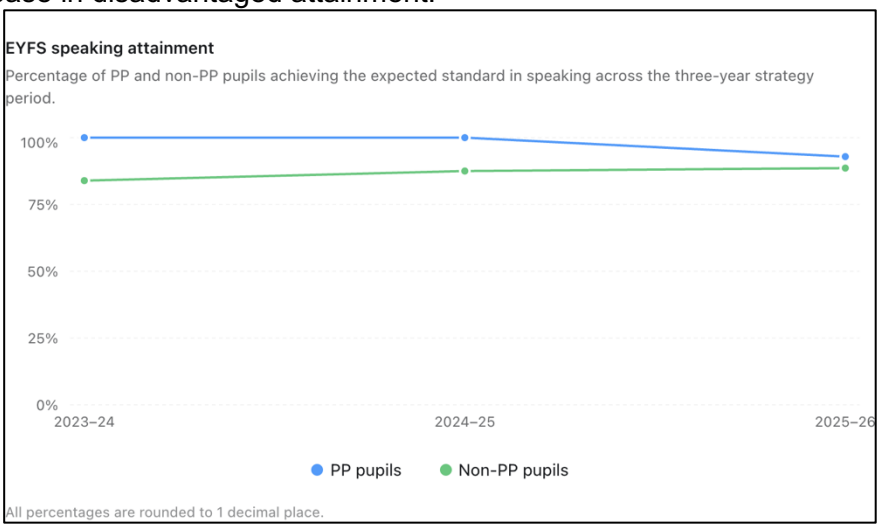
Evaluation of the Previous Strategy	
The school has reviewed the intended outcomes of the previous three-year Pupil Premium Strategy using all available attainment, attendance and qualitative evidence. Where quantitative evidence was available, this has been used to evaluate progress against the intended outcomes. In some areas, the previous strategy did not establish sufficiently clear baselines or collect consistent measures specifically for disadvantaged pupils. Where this has limited the school's ability to make a reliable judgement, this is explicitly acknowledged within the review rather than assumptions being made about impact. The review identifies areas of positive progress alongside areas where intended outcomes were not fully achieved. These findings have been used to inform the priorities, success criteria and monitoring arrangements of the new three-year strategy.	
Review of Intended Outcomes	
Intended Outcome	**Success Criteria**
Improved use of oral language and increased knowledge, recall and application of vocabulary across the curriculum in order to improve outcomes for disadvantaged pupils. High-quality teaching of a language rich curriculum to ensure rapid acquisition and use of vocabulary across all areas of the curriculum.	Improved spoken language skills of children - voice projection, clarity of pronunciation, fluency and developing ideas and views. Writing outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. Phonics outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. SPaG outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. In school data at the end of each year group for disadvantaged pupils to increase. The attainment gap between EAL and Non EAL will close. EYFS improved progress and vocabulary acquisition will be evident from WellComm assessments.

Over the previous 3-year strategy:

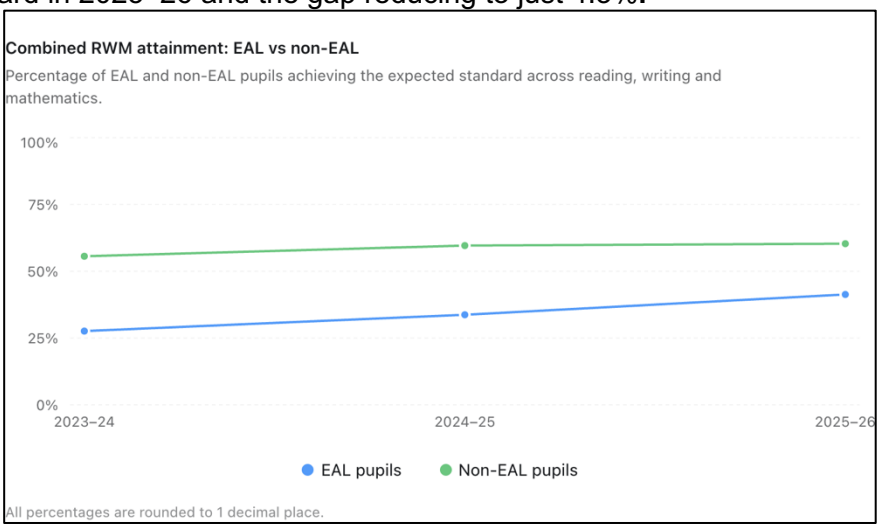


- Disadvantaged writing attainment improved from 34.0% to 41.9% across the three-year strategy period.

- KS2 writing shows the strongest improvement, with disadvantaged attainment increasing from 31.0% to 39.4% and the gap narrowing from 38.3% to 29.0%.
- KS1 writing remains an area for development, with the disadvantaged attainment gap widening despite an increase in disadvantaged attainment.



- EYFS speaking outcomes for disadvantaged pupils remained very strong, with 92.9% achieving the expected standard in 2025–26 and the gap reducing to just 4.3%.



- Outcomes for EAL pupils improved significantly, with the combined RWM gap narrowing from 28.0% to 18.9%, providing encouraging evidence of improved outcomes alongside the school's focus on developing a language-rich curriculum.

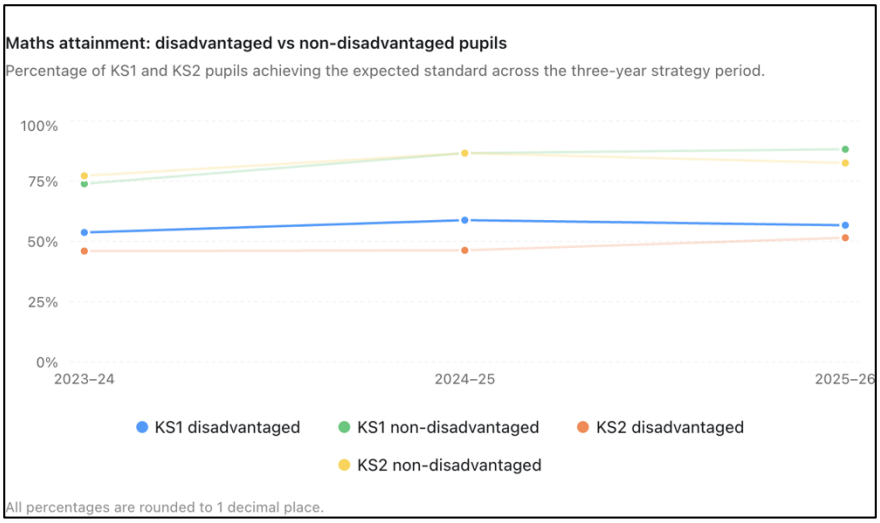
Improved articulation of learning in all curriculum areas over a sustained period of time.	Improved spoken language skills of children - voice projection, clarity of pronunciation, fluency and developing ideas and views. Improved outcomes from pupil voice.

Over the previous 3-year strategy:

- The school has seen some evidence of improvement in this area over the strategy period; however, specific evidence relating to disadvantaged pupils was not routinely collected.
- The previous strategy did not establish a sufficiently clear baseline or consistent measures against which the impact of the intended outcome could be evaluated.
- As a result, the available evidence does not allow a reliable judgement to be made about the extent to which the intended improvement was achieved for disadvantaged pupils or whether the gap between disadvantaged and non-disadvantaged pupils changed.
- This highlights the need for the new strategy to establish clear baseline measures and regular monitoring of outcomes specifically for disadvantaged pupils.

Recall and application of basic maths skills is improved for all disadvantaged pupils. Developed Maths talk for disadvantaged pupils.	Summative assessment analysis and formative assessment identifies more children recalling basic maths facts (at speed) and using these to apply to more complex mathematical concepts. Maths outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. In school data at end of each year group for disadvantaged pupils to increase.

Over the previous 3-year strategy:

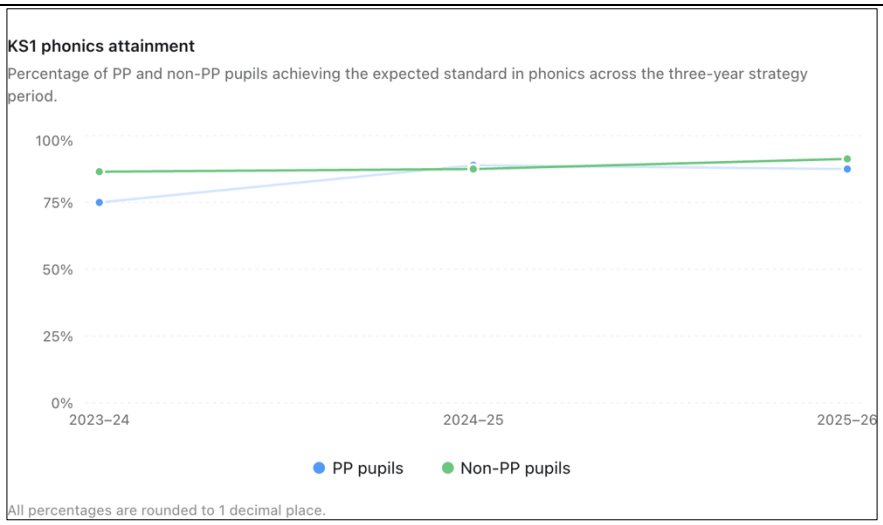


There is evidence of improved maths outcomes for disadvantaged pupils, particularly at KS2, but the attainment gap has not closed across the strategy period and has widened at KS1.

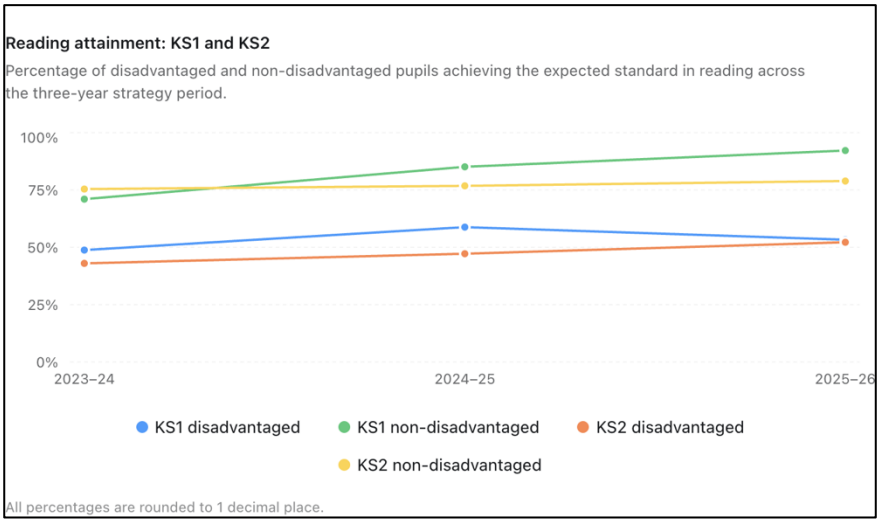
- Disadvantaged attainment improved from 48.2% to 52.7% across the three-year strategy period.
- KS2 outcomes show the strongest improvement, with disadvantaged attainment increasing from 46.0% to 51.5% and the attainment gap narrowing from 40.3% in 2024–25 to 30.9% in 2025–26.
- KS1 remains a significant area for development. Although disadvantaged attainment has fluctuated across the strategy period, the gap with non-disadvantaged pupils has widened and further targeted action is required.
- The 2025–26 data represents the highest disadvantaged KS2 attainment across the three years, suggesting positive recent impact from the school's focus on maths.

Improved reading fluency leading to improved reading outcomes for disadvantaged pupils. Increased engagement of reading for disadvantaged children including reading more widely and often.	Fluency assessments will show at least good progress for disadvantaged pupils. Phonics outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. Reading outcomes for KS1 and KS2 disadvantaged pupils increase and become in line with non-PP pupils. Outcomes to increase for lowest 20% of readers (with and without SEND). School reading recording systems will show an increase in disadvantaged children's engagement with reading. Pupil voice and teacher barrier analysis discussions demonstrate that disadvantaged pupils are reading more widely and often.

Over the previous 3-year strategy:



- PP phonics attainment rose substantially from 75.0% to 87.5% across the three years.
- In 2024–25, PP attainment slightly exceeded non-PP attainment.
- Although the gap has increased slightly again in 2025–26, it remains much smaller than at the start of the strategy: 11.5% → 3.8%.



- KS2 disadvantaged reading is showing a consistent upward trend: 43.0% → 47.2% → 52.2%.
- KS1 disadvantaged reading improved initially but fell in 2025–26: 48.8% → 58.8% → 53.3%.
- Non-disadvantaged KS1 attainment has risen particularly sharply, creating a much wider gap by 2025–26.
- The KS2 gap is moving in the opposite direction, narrowing over the three years.

Overall, there is evidence of sustained improvement in disadvantaged reading outcomes at KS2 and a substantial improvement in phonics outcomes across the strategy period. However, the intended outcome of bringing disadvantaged outcomes in line with non-disadvantaged pupils was not consistently achieved, particularly at KS1.

Improved parental engagement (involvement and support) for disadvantaged pupils.	Reading records will show increased engagement from home. Attendance at parent information/academic events within school will improve.

Over the previous 3-year strategy:

- Parent attendance at school events has shown some improvement, but consistent data was not collected across the strategy period, meaning the impact of this work cannot be quantified reliably from the available evidence.
- School monitoring indicates a marked improvement in parental engagement with reading following the introduction of weekly Star Readers.

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- However, this evidence is observational rather than quantitative and does not specifically identify engagement among disadvantaged families.
- Future monitoring should establish baseline measures and track parental engagement specifically for disadvantaged pupils.

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<tr><td>Ensure the use of digital technology advances pupils' education by removing barriers to learning and improving outcomes for all.</td><td>Staff digital CPD will be relevant and up to date.
Staff CPD will develop confidence and the knowledge of digital skills to ensure a more 'digitally literate' approach.
Staff and children will use iPads and technology to enhance teaching and learning.
Staff will be supported to integrate appropriate AI into teaching and learning
Staff to use effective assessment to measure the impact on learning and attainment.</td></tr>
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Over the previous 3-year strategy:

- Digital CPD has supported staff in developing confidence and knowledge in the use of technology and AI.
- Technology and iPads are increasingly embedded within teaching and learning across the school.
- Evidence from pupil voice and learning walks indicates that technology has helped to reduce barriers and support greater independence and access to learning for some disadvantaged pupils.
- However, the school does not currently have sufficient longitudinal evidence to demonstrate a direct impact of digital technology on attainment outcomes for disadvantaged pupils.
- Therefore, the evidence supports the continued use of technology as a means of removing barriers to learning, while highlighting the need for more systematic monitoring of its impact on disadvantaged pupils' attainment and independence.

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<tr><td>Embed tailored SEMH strategies to improve well-being for disadvantaged pupils, including the increased use of self-regulation strategies to ensure disadvantaged pupils are fully engaged in all aspects of school life.</td><td>Teacher barrier analysis will demonstrate that children's wellbeing is not a specific barrier for disadvantaged pupils within the school.
Pupil voice and teacher feedback will report children's increased understanding and application of self-regulation strategies.
CPOMS reports will demonstrate a reduction in the number of mental health entries for disadvantaged children.</td></tr>
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Over the previous 3-year Strategy:

- Teacher barrier analysis in 2025–26 identified wellbeing as a significant barrier for disadvantaged pupils - indicating the original ambition of reducing the impact of wellbeing barriers on disadvantaged pupils' engagement and access to learning has not yet been fully achieved.
- However, there is evidence that the school has strengthened its response to mental health and wellbeing concerns, with CPOMS monitoring indicating a reduction in recurring mental-health-related entries - suggesting that early identification and intervention are helping to prevent concerns from becoming recurring or escalating.
- However, the absence of baseline data and lack of collected evidence of pupils' understanding and application of self-regulation strategies prevents the scale of this impact from being quantified – meaning it can't be determined whether this aspect of the intended outcome was fully achieved.
- The findings suggest that wellbeing should remain an explicit focus within the new Pupil Premium Strategy, with targeted support and more systematic monitoring of its impact on disadvantaged pupils.

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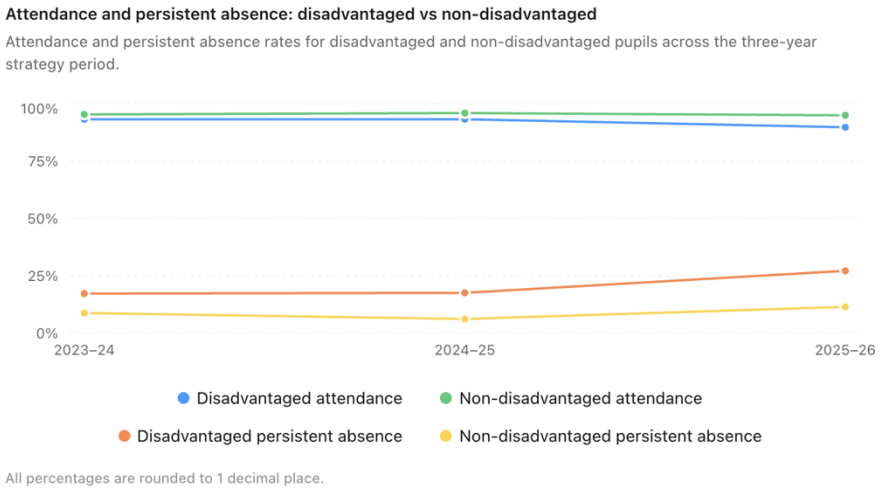
Improved attendance of disadvantaged pupils. Continue to embed strategies to improve attendance rates.	The gap between the attendance of disadvantaged pupils and non-PP pupils will decrease. The gap between the percentage of persistent absentees for disadvantaged pupils and non-PP pupils will close. Disadvantaged pupils will meet at least national expectations for attendance

Over the previous 3-year strategy:



- Attendance remains a significant challenge for disadvantaged pupils. The attendance gap increased from 2.1 percentage points in 2023–24 to 5.2 percentage points in 2025–26.
- Disadvantaged attendance remained at 93.2% in 2023–24 and 2024–25 before falling to 89.7% in 2025–26.
- Persistent absence also increased over the strategy period, from 17.2% to 27.1% for disadvantaged pupils, compared with an increase from 8.7% to 11.4% for non-disadvantaged pupils.
- The available evidence therefore indicates that the intended attendance outcomes were not achieved and that attendance has become a more significant barrier for disadvantaged pupils, particularly during 2025–26.
- This evaluation has strengthened the school's understanding of attendance as a key barrier and informs a renewed focus within the new strategy on early identification of barriers, targeted family support, close monitoring and sustained intervention.

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
N/A	N/A