

# Pupil premium strategy statement – Hythe 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                 |
|---|----------------------|
| School name   | Hythe Primary School |
| Number of pupils in school  | 239                  |
| Proportion (%) of pupil premium eligible pupils   | 32%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 - 2026          |
| Date this statement was published   | December 2025        |
| Date on which it will be reviewed   | September 2026       |
| Statement authorised by   | C Peppard            |
| Pupil premium lead  | N Green              |
| Governor / Trustee lead   | S Geere              |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year (Inc. FSM, E6, Services, E3, PLAC)  | £115 075 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £115 075 |

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

Hythe Primary School is a 1.5 form entry with 239 pupils currently on roll. At the end of the Autumn term 2025, there were 76 pupils (32% of the school population) recorded on the Pupil Premium register, of which 69 are recorded as FSM (29% which is slightly above both the national and local authority average 24/25 data).

For this academic year (2025 – 2026), Hythe Primary School will receive a total of £115 075 Pupil Premium funding. In line with DfE guidance, the school will use this money to support pupils in the following areas:

- *For the purposes of the school; that is, for the educational benefit of pupils registered at that school*
- *On community facilities; for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated*

The aim of the Pupil Premium funding is to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including: benefits received by a household; free school meal entitlement (including any child who have been eligible within the past 6 years); children who have been/are still cared for by the local authority; children whose parent(s) serve in the forces. Funding is calculated at different rates for different eligibility brackets: £350 per eligible service pupil, £2630 per eligible looked after child, £1515 per eligible FSM (or previous FSM) child, £2630 per eligible post looked after child.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered, or qualify for, free school meals. We will work alongside families to support pupils' needs.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of all pupil premium interventions at any one time.
- We ensure that all pupils have opportunities to experience learning in a range of contexts

### Key objectives

- To use research-led approaches alongside knowledge of pupils and families to provide all pupils with the opportunities and experiences that enable them to thrive and succeed.
- To raise the cultural capital of all pupils so that they can make connections between their learning and real-life experiences.
- To recognise and outline the importance of social and personal development of all children to work alongside academic development.
- To support the Hythe Primary ethos 'Be Inspired'

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Spoken and written English attainment is lower than their peers.   |
| 2                | Disadvantaged pupils do not all develop a love of reading and therefore progress in reading is often slower than non-disadvantaged pupils.   |
| 3                | Opportunity of experiences do not match those of non-disadvantaged pupils.   |
| 4                | To develop pupils' resilience, confidence and independence,  |
| 5                | The disadvantaged group has a high proportion of SEND pupils. 39.5% of disadvantaged pupils also have a special educational need in one of the core subject areas compared to 16.6% of non-disadvantaged pupils. |

## 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 |
|------------------|------------------|
|------------------|------------------|

|  |   |
|--|---|
| <p>Disadvantaged pupils attaining in line with non-disadvantaged pupils. PP pupils make at least expected or accelerated progress from their initial assessment point.</p> <p>Vocabulary (spoken and written) is a key focus across the curriculum for all pupils.</p> | <p>Use of school tracking systems alongside pupil progress meetings (half-termly) to identify need for further support/intervention.</p> <p>Targeted children for tuition will quickly close the gap and new approaches/groups of pupils will be identified to continue rapid progression.</p> <p>Pupils' vocabulary is varied and subject specific. Use of good vocabulary is modelled and displayed across the school.</p>  |
| <p>Disadvantaged pupils develop a love of reading and, as a result, their progress in reading is good or better.</p>   | <p>Reading systems are secure and effective.</p> <p>Reading areas and quality library time are used to support pupils' love of reading.</p> <p>Reading resources are age appropriate and good quality.</p> <p>Reading regularly is rewarded in weekly celebration assemblies.</p> <p>Pupil Premium home packs contain an age-appropriate book – a range of genres are covered throughout each year.</p> <p>A consistent approach to phonics across the school is used to impact reading attainment improvement.</p>   |
| <p>Cultural and social capital for disadvantaged pupils is raised so that inequalities are reduced.</p>  | <p>Pupil Premium resource packs are developed in line with phase learning and resources support learning at home.</p> <p>Experience days and opportunities to work with real life objects/artefacts through a variety of different genres are consistently planned into all curriculum areas.</p> <p>Working alongside external agencies (EG HoneyPot charity, Solent Mind Chrity) to develop opportunities for the most disadvantaged pupils.</p> <p>Trips and visitors embed learning for all pupils and provide a range of opportunities/experiences for pupils.</p> |
| <p>Disadvantaged pupils SEMH is supported so that they are able to thrive both socially and academically.</p>  | <p>Pupils are able to express their emotions safely and are listened to.</p> <p>ELSA is used effectively to target specific individual needs.</p> <p>Pupils have good communication skills and can use prior learning to help build on current learning.</p> <p>Learning experiences are planned in to increase cultural capital for disadvantaged pupils.</p>  |
| <p>Disadvantaged pupils with SEND are supported effectively so that they make accelerated progress and close the attainment gap.</p>   | <p>Pupils have good access to education.</p> <p>Gaps in learning are addressed quickly and interventions support specific areas of need.</p> <p>Pupil Progress meetings are used to discuss progress and attainment for disadvantaged pupils with focus on those with SEND.</p> <p>SENDCo to monitor effectiveness of interventions.</p>  |



## 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: £63335

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional teaching staff in Upper KS2 to support learning in smaller group settings for the core subjects.   | Smaller class sizes are effective method of improving pupil attainment and progress rates.<br>Increasing peer-to-peer relationships, quality of individualised support, immediate feedback, and pupil confidence.<br>(BERA: British Educational Research Association; The STAR project)  | 1, 2, 4, 5                    |
| Additional ELSAs employed to support SEMH.  | (The ELSA project)   | 1,4                           |
| Subscription to Moodle+ resources to support teacher development, CPD and shared practices.   | EEF<br>Schools need to focus on their resources to improve teaching, such as tried and tested continuing professional development courses and feedback methods.<br>LA support – updated resources available and in line with Hampshire LA led training.  | 1, 4, 5                       |
| Phonics lead teacher release time.<br>Renewed phonics system and CPD for staff.   | Effective professional development is likely to be sustained over time, involve expert support, coaching and opportunities for collaboration.150<br>All primary school staff responsible for leading and teaching reading should take part in professional development related to the chosen phonics programme (DfE 2019).<br>(EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.) | 1, 2, 4, 5                    |
| Develop resources linked to a learning theme for all reading abilities across the school, ensuring there is an opportunity for pupils (particularly disadvantaged pupils) to build a love of reading and become | Once decoding has been mastered, mature reading skills are 'best developed by instilling in children a love of literature' (DfE: The Next Steps)<br>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)<br>Having access to resources and having books of their own has an impact on children's attainment.  | 2, 3, 5                       |

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|---|--|------------|
| lifelong readers. To include class sets of books.   | There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).   |            |
| Designated teacher for LAC (also in charge of developing pupil premium resource bags) non-teaching time to focus on supporting disadvantaged pupils.  | In order to support thoroughly, including being available for parent/multi-agency meetings, and have an in-depth knowledge and understanding of need, a teacher needs to have directed time outside of class to fulfil the role of designated teacher.   | 3, 4, 5    |
| Acquirement of musical instruments and equipment to ensure high quality whole-class musical instrument lessons are provided.  | It is important that music education of high quality is available to as many children as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most. (DfE: National Plan for Music Education) | 3, 4,      |
| CPD for SENCO, PP Lead and subject leaders to develop understanding of bridging the gap for disadvantaged pupils.   | Prioritising quality teaching for all, and making every effort to understand every pupil as an individual, tailoring their programmes accordingly. (DfE: Supporting the attainment of disadvantaged pupils).   | 1, 2, 4, 5 |
| CPD for teaching staff to support attainment in core subject areas, catering for specific pupil groups, developing opportunities for pupils to consolidate new learning in a range of contexts. | Prioritising quality teaching for all, and making every effort to understand every pupil as an individual, tailoring their programmes accordingly. (DfE: Supporting the attainment of disadvantaged pupils).   | 1, 2, 4, 5 |
| CPD for teaching staff to support mastery in maths in the Early Years, KS1 and beyond.<br>CPD for teacher to develop the learning process for times tables in lower KS2.                        | Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. (EEF)   | 4, 5       |

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

Budgeted cost: £ 32840

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Speech and Language teacher to support spoken language skills for pupils across the school.</p>  | <p>Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential. (RCSLT)</p> <p>Without the right support, the impact of SLCN on children's lives can be devastating. It affects children's achievement at school, ability to form friendships, career prospects, and mental health. (ICAN)</p> <p>'Quality early childhood education helps children acquire essential social and emotional skills.' (OECD: Equity in Education)</p> | <p>1, 4, 5</p>                |
| <p>Fluency, phonics, spelling and handwriting support through LSA led intervention groups to further close the gap. Flexible grouping and resourcing on rolling program.</p>                                  | <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants, working in structured ways with small groups, can boost pupils' progress. (EEF)</p>   | <p>1, 4, 5</p>                |
| <p>Subscription to a range of academic support programmes to develop fluency in maths, spelling and writing skills. (Times Table Rock Stars, Numbots, White Rose Hub Premium, Purple Mash, Little Wandle)</p> | <p>Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently. (EEF: Using Digital)</p>   | <p>1, 2, 3, 4, 5</p>          |
| <p>Purchase of Big Cat books to support phonics through the primary phase and to match the systematic approach to phonics which has been developed by the school's phonics leader.</p>                        | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills. (EEF)</p> <p>One of the most consistent findings from methodologically sound scientific research is that learning to decode words using phonics is an essential element of early reading instruction. (ResearchEd)</p>   | <p>2, 3, 4, 5</p>             |

|  |   |            |
|--|---|------------|
| <p>Ensure Hythe Primary School is a reading school that celebrates and supports children reading for a range of reasons, including for pleasure.</p> <p>Use of book raffle to celebrate reading.</p> <p>Inclusion of a range of books (throughout the year) as part of PP packs to enhance pupils' own library and encourage reading, including voucher to visit school book fair to purchase a chosen book.</p> | <p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).</p> <p>Reading enjoyment is also connected to reading behaviour, reading motivation and reading skills. More pupils who enjoy reading read daily, more widely and more books compared with those who don't enjoy reading. They are also more confident readers, spend less time online, and are more motivated by interest and achievement and less motivated by approval. (Literacy Trust 2016).</p> | 2          |
| <p>Take part in the 'On the Right Track' to help pupils transition to secondary school successfully.</p>   | <p>'Quality early childhood education helps children acquire essential social and emotional skills.' (OECD: Equity in Education)</p>  | 4          |
| <p>Develop consistent, inspiring learning environments for all pupils so that they can access learning more independently.</p>   | <p>'Teachers and schools can foster students' well-being and create a positive learning environment for all students by emphasising the importance of persistence, investing effort and using appropriate learning strategies, and by encouraging students to support each other, such as through peer-mentoring programmes.' (OECD: Equity in Education)</p>   | 1, 2, 4    |
| <p>Continuation of attribution/confidence small group work for disadvantaged pupils to develop resilience, confidence and independence when learning key objectives across the core curriculum.</p>  | <p>'Quality early childhood education helps children acquire essential social and emotional skills.' (OECD: Equity in Education)</p>  | 1, 2, 4, 5 |
| <p>Targeted maths support with bespoke interventions for disadvantaged SEN pupils as required.</p>   | <p>EEF Guidance report: Special education teaching in mainstream schools. Teaching and Learning toolkit – Small Group Tuition.</p>  | 4, 5       |

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

Budgeted cost: £ 17,900

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>PP bags (not inc. books as part of above section)</i></p>   | <p>School based research (questionnaires and face-to-face discussions) revealed that many disadvantaged pupils did not have adequate resource or space to learn at home.</p> <p>‘Less household wealth often translates into fewer educational resources, such as books, games and interactive learning materials in the home. In addition, families with limited income may not have access to early education if it is not publicly funded; and children from these families are shown to benefit the most from such opportunities.’<br/>(OECD: Equity in Education)</p> <p>Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> | <p>2, 3, 4</p>                |
| <p>Subsidise trips and visits linked to curriculum learning to develop cultural capital for all disadvantaged pupils.</p>                         | <p>HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.<br/>(HSE)</p>  | <p>1, 3</p>                   |
| <p>Providing a range of adult-led opportunities for pupils to work together during lunchtime breaks, including: sport, arts, environment etc.</p> | <p>Evidence suggests that extracurricular activities can play a key role in building these skills (including resilience, self-efficacy, and other emotional and social skills) and can benefit all pupils, including improving outcomes around attainment. Designing provision to ensure children from all backgrounds are able to take part and access the benefits engagement in extracurricular</p>  | <p>1, 3, 4</p>                |

|   |   |         |
|---|---|---------|
|   | activity can offer is an important consideration.<br>(DfE, 2020)  |         |
| Subsidising music tuition for a range of different instrument lessons   | One of the largest studies into the effect of learning an instrument on the brain has revealed something remarkable: as well as refining fine motor skills, learning an instrument is incredibly beneficial to a child's emotional and behavioural development.<br>(The Liverpool Academy of Music) | 3       |
| Enabling pupils to attend extra-curricular events such as Movie night and School Disco by providing free passes (as part of half-termly resource bags).   | Early personal resources like good health, strong social connections, and positive engagement in activities and the natural world tend to support children to develop meaningful life goals.<br>(GreaterGood)   | 3       |
| Provide a range of experience days as part of the planned learning in school. Enable pupils to experience first-hand events, such as : religious celebrations, investigating artefacts, being in the environment etc. | Brain research suggests that direct action, physical and intellectual engagement with experiences, in addition to problem solving and repetition, ensures that synapses become stronger.<br>(Bruce 2004)  | 1, 3, 5 |
| CPD and resources to support pupil understanding of the wider world and current affairs.  | DFE-Promoting and supporting mental health and wellbeing in schools and colleges<br>Teaching and Learning toolkit: Social and emotional learning  | 1, 3, 4 |

**Total budgeted cost: £ 101,540**

## 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.

Greater number of disadvantaged pupils showing interest and pleasure from reading, including increased participation in weekly reading raffle.

Continued improvement in outcomes for Year 1 phonics testing – the school's data remains above national and local authority outcomes for both the Year 1 test and the Year 2 retakes (Average Point Score and percentage of pupils meeting expected standard).

Use of vocabulary vaults successful in improving pupils understanding and use of more specific vocabulary.

Regular, free access to reading books through pupil resource bags and book trolley have increased disadvantaged pupils' collection of books at home. All pupils enjoy dedicated school library time to choose and read books alongside their peers. The continuation of a PAT dog and local volunteers has also given pupils further opportunities to read aloud. The school reading raffle continues to celebrate pupils love of reading and provides further opportunities for pupils to increase their personal collection of books.

End of KS2 outcomes showed all pupils reaching the age-expected attainment in reading to be above both local authority and national figures. This is also true for the pupils eligible for a pupil premium.

Consistent teaching of phonics in the early years and KS1 has improved pupils' retention of learned sounds. Rates of progress from individual starting points increased – particularly for pupils in EYFS.

Pupil resource bags provide disadvantaged pupils with the relevant resources they need to practise learned skills, be creative and prepare for future learning.

Full access to external trips enables all pupils to experience learning outside of the classroom and widen their cultural capital. Quality visitors to school also add to pupils' life experiences, increasing opportunities to hear and use rich vocabulary, examine artefacts and immerse themselves in learning. Use of Picture News enables all pupils to learn about the world around them and have an understanding of current affairs, including the British Values.

Pupils are supplied with a widening range of ways to help them express their emotions both in a whole class setting and also 1:1. Worry boxes, positive pathways and PSHE (including the introduction of My Happy Mind) have all been developed to ensure pupils have an increasing ability to name their emotions and use a growing number of ways to deal with more uncomfortable emotions.

Maintaining dedicated ELSA roles has enabled the school to provide all pupils (many of whom are disadvantaged) with support that meets a wide range of specific needs. Pupils are able to use the skills they have learned to express themselves more clearly, using well-selected vocabulary to communicate their emotions.

Attendance rates for all pupil groups significantly improved, including disadvantaged pupils. Attendance rates for disadvantaged pupils for the academic year 2024/25 were significantly above National figures.

The school is recognised by all stakeholders as an inclusive environment where pupils are happy. This was evidenced in the latest report from the LA visit.

## 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*

| <b>Programme</b>           | <b>Provider</b>       |
|----------------------------|-----------------------|
| TTRS and Numbots           | Maths Circle Ltd      |
| The White Rose Hub Premium | White Rose Maths      |
| Little Wandle              | Wandle Learning Trust |
| Picture News               | Picture News Ltd      |
| Purple Mash                | 2Simple               |