

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Hunslet Moor Primary School
Number of pupils in school	463 Pupils
Proportion (%) of pupil premium eligible pupils	212 pupils (46%)
Academic year/years that our current pupil premium strategy plan covers	2025- 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hannah Darley
Pupil premium lead	Lydia Eardley
Governor / Trustee lead	Jason Waddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£277,660

Part A: Pupil premium strategy plan

Statement of intent

At Hunslet Moor we believe that all children should be given the opportunity to achieve their full potential, taking into account the importance of meeting the needs of each individual child's learning, and their social and emotional needs. We have high expectations for all pupils in our school, and believe that with good quality teaching and learning, access to a broad balanced curriculum and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

The Pupil Premium funding that our school receives will be used effectively to implement the necessary provision to support identified 'disadvantaged' pupils to facilitate access to education; access to a rich and varied curriculum, including enriching experiences and specific interventions that are outlined within this Pupil Premium Strategy Plan. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery funding. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs. Our strategies target the individualised needs of our children identified as 'disadvantaged', with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium funding.

Staff at Hunslet Moor Primary School are committed to ensuring that High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are committed to ensuring that disadvantaged pupils, including those who are SEND, receive targeted support through effective teaching and learning and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent, targeted intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables our school to plan appropriate interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating Pupil Premium Funding, a thorough analysis of data has been conducted and a range of research, such as the Education Endowment Foundation and The Sutton Trust has been considered. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap in learning Our assessments, discussions and observations demonstrated lower levels of attainment and slower progress rates for Disadvantaged pupils. Upon returning to school, after a number of previous closures, pupils displayed significant gaps in Reading, Writing and Maths and found it difficult to retain or recall prior learning. The impact of the pandemic demonstrated a further increased the gap in learning for a number of pupils, most specifically our disadvantaged learners.
2	Pupil SEMH need and supporting vulnerable families

	Pupils emotional well-being, social and behavioural needs are affecting children being in a position to be 'ready' to learn and make progress in line with their peers. Some pupils display a weakness in learning behaviours. These pupils physically and emotionally lack self- belief, resilience and readiness to learn. The lack of self-motivation and independence in disadvantaged pupils has impacted upon attainment levels of these pupils across school from EYFS to KS2.
3	Communication and language skills and the development of Early Reading. There are a significant number of pupils who join the school that have little or no English. Our reports show an increase in speech and language difficulties and limited vocabulary skills from EYFS to KS2. This is a barrier to pupils reaching the standards expected of their age. Typically, more pupils than average are from minority ethnic groups and the proportion of pupils who speak English as an additional language is well above average. Our assessments and reports demonstrate that pupils are below the national average reading and writing.
4	All children have access to a broad balanced curriculum Our end of year reports and analysis have continued to identify that low attainment levels upon entry into EYFS, high % mobility of pupils and the impact of reduced external services have limited the opportunities to enable them to access a broad balanced curriculum for a large number of our disadvantaged pupils.
5	Enriching experiences Our observations and discussions with children and families show that disadvantaged pupils lack opportunities to engage in activities beyond their home or the local community.

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 quality teaching and learning for all pupils-To ensure that all disadvantaged pupils are accessing a curriculum that meets their needs and enables them to make progress in line with their peers.	Gap analysis, moderation of assessments and use of pupil tracking grids by class teachers and subject leaders are used to identify pupils who have fallen behind their peers. Assessment of pupils demonstrates a reduction in attainment gap between disadvantaged and their peers in R,W,M. Robust assessment, data analysis and evaluation supports planning for targeted intervention. The use of tutoring programmes and cohort interventions are proven effective.
Staff to ensure that the emotional wellbeing of vulnerable children and their families are met in an inclusive and nurturing way. This is also to ensure that attendance increases-especially those who are classified as persistently absent.	Senior Inclusion Support workers are proactive in their role of supporting pupils to be 'ready' to learn. Family support workers support the most vulnerable families with appropriate services including; counselling services, school uniform and offering core therapeutics to meet the SEMH need of pupils. Attendance support officer ensures that attendance of whole school meets national average 95%. Breakfast club supervisor supports to deliver a healthy whole school breakfast- offering breakfast to all pupils daily. All pupils feel safe and happy in school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.

<p>Improved oral language, vocabulary and an increase in reading attainment for all pupils at Hunslet Moor Primary School.</p>	<p>Read, Write Inc is adopted as a whole school approach and is effective in ensuring that pupils are making progress in phonics and early reading.</p> <p>There are a wide range of books/ resources available to develop the love of reading within school and these are accessed regularly by pupils at home and in school.</p> <p>Staff are confident and competent to deliver an effective phonics lessons and develop early reading strategies.</p> <p>There is an increased percentage of pupils who pass their phonics check from previous years.</p> <p>Impact of phonic intervention show that children have made progress in phonics across the programme.</p> <p>Children meet ARE in Reading at KS1 and KS2.</p>
<p>All children have access to a broad balance curriculum that is tailored to the local school community.</p>	<p>Subject leaders and curriculum leaders work to develop a broad balanced curriculum for pupils in school.</p> <p>Ensuring that there is a clear focus for every subject within the curriculum. There is a subject policy that aligns with the Hunslet Moor curriculum policy. LTPs and MTPs have been reviewed for: NC coverage for each year group; progression year on year; relevance and pitch. Resource audits have been completed and order completed for renewed resources in school.</p> <p>Work scrutiny and conversations with children has taken place for each subject and developments acted upon swiftly.</p> <p>Subject leaders have engaged in at least 1 CPD event and can demonstrate application of this within their subject.</p> <p>Subject leaders have provided support for the teaching of the subject eg. Sharing of good practice. Reviewing LTP, modelling a lesson, subject 'drop in' session/ briefing, sharing of resources, subject knowledge.</p> <p>All children are accessing a range of lessons which promote their creative skills and develop their curiosity.</p> <p>All pupils are offered a free PE kit to enable them to access P.E lessons & after school clubs.</p>
<p>All children are exposed to a breath of experiences that enable them to contextualise their learning.</p>	<p>All year groups have a long term plan for enriching experiences.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning to make it memorable.</p> <p>Holiday clubs are run free of charge of parents and there is a clear uptake of these.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
implementation & monitoring £2054	Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,3
RWI support externally £1,020.00		1,3
RWI Early reading/ tutoring £38,399		1,3
Subject leadership & curriculum budgets £2711	To begin to tackle the challenge of the attainment gap requires us first to understand it – both the scale and nature of the gap, as well as the factors most likely to help close it. https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf	4,1 4,3,1
Music service £15,400	Studies find that found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. https://www.brighthorizons.com/family-resources/music-and-children-rhythm-meets-child-development	4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Rosetta Stone communication £3,872</p> <p>EAL, Communication & Language £38,499.00</p>	<p>Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. 1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p> <p>1</p>
<p>Resources to support phonics/ Early reading & key texts books £3950 Providing every pupil with a book bag £420</p> <p>Speech and language support £6,506</p> <p>Chatterbugs- S&L support £12,630</p> <p>Maths subscriptions & TTRS £548</p> <p>Testbase subscriptions £375</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 3</p>	<p>1,3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion support £29,786</p> <p>Attendance & Family spend £81,090</p> <p>Behaviour support £27,483.00 & £19,671</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2</p> <p>2</p>

Attendance & Behaviour Budget £1,500	EEF Guidance about Wider strategies focusing on SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2				
Behaviour and Well-being Core Therapeutics £10,500 Team teach training for staff & subscription £705 Online safety UK £1,300 Silver Birch £640	Schools need the tools and resources to make effective mental health support a critical plank in education catch-up https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up Mental health and behaviour in schools: Departmental advice for school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf Research and evidence is vital to inform the promotion of a safer online environment for children. https://saferinternet.org.uk/research	2				
Healthy school package 3 yearly subscription £890	A healthy and positive school environment is fundamental to student success and effective learning https://healthyschoolscampaign.org/about/our-vision-what-is-a-healthy-school/ https://www.mentallyhealthyschools.org.uk/ The lives of children and young people behind the statistics Magic Breakfast	2				
Thrive training £2,700 Jigsaw PHSE £1,255 Thrive online subscription £990	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2, 4				
Widget £500 Language Line £1500 School website translation £1200	The school caters for over 400 pupils, whose families speak up to 40+ languages within the community. Resources such as Language Line, Widget online subscription & website translation help to support families of children within the school community break down barriers to communication and language. https://www.bell-foundation.org.uk/app/uploads/2017/05/2014-cambs-Full-Report-FV.pdf	1,2,3				
Enriching experiences & educational visits <table><tr><td>EYFS- £1,500.00</td></tr><tr><td>KS1- £2,640.00</td></tr><tr><td>LKS2- £1,700.00</td></tr><tr><td>UPKS2- £1,700.00</td></tr></table> Yr 6 activity day £2000 Year 6 PLG- £6500 Year 4 activity day £2000	EYFS- £1,500.00	KS1- £2,640.00	LKS2- £1,700.00	UPKS2- £1,700.00	Research shows too many young people from disadvantaged backgrounds never get the chance to engage with extra-curricular activities. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	2,5
EYFS- £1,500.00						
KS1- £2,640.00						
LKS2- £1,700.00						
UPKS2- £1,700.00						
After school club budget £500 PE kits for pupils £4,000	This research highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families. 5 https://eprints.ncl.ac.uk/file_store/production/232456/3/BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	2,4,5 2,4				

Total budgeted cost: £276,363.

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.

Breakdown of Disadvantaged pupils per year group (July 2025)

EYFS (July 2025)

Overall GLD	Disadvantaged pupils	Non- Disadvantaged
41.2% (21/51 pupils)	41.2% (7/17)	41.2%

GLD is achieved when pupils get all the Early Learning Goals for Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Maths. The data in EYFS demonstrates that there is no significant difference between disadvantaged and non- disadvantaged pupils at HMPS.

	Reading	Writing	Maths
Yr 1 Disadvantaged	54.2% (13)	37.5% (9)	45.8% (11)
Yr 1 Non Disadvantaged	67.6% (23)	55.8% (19)	58.8% (20)
Yr 2 Disadvantaged	48.1% (13)	44.4% (12)	48.1% (13)
Yr 2 Non Disadvantaged	58.1% (18)	41.9% (13)	58.1% (18)
Yr 3 Disadvantaged	53.3% (16)	43.3% (13)	53.3% (16)
Yr 3 Non Disadvantaged	58.6% (17)	48.2% (14)	72.4% (21)
Yr 4 Disadvantaged	68.9% (20)	62.0% (18)	65.5% (19)
Yr 4 Non Disadvantaged	57.6% (19)	51.5% (17)	69.7% (23)
Yr 5 Disadvantaged	60.0% (21)	54.3% (19)	57.1% (20)
Yr 5 Non Disadvantaged	45.8% (11)	50.0% (12)	45.8% (11)
Yr 6 Disadvantaged	57.6% (19)	53.6% (18)	42.4% (14)
Yr 6 Non Disadvantaged	74% (20)	70.4% (19)	62.9% (17)

Year 1 data demonstrates that there is a slight difference in Disadvantaged pupils compared to Non- disadvantaged pupils in R/W/M. For context, there are 11 children disadvantaged /PP pupils within the cohort, who are working below. Of these children, 1x is in Silver Birch, 2x others are SEND and 5x have attendance concerns.

Year 2- There is no significant difference between disadvantaged and non- disadvantaged vulnerable groups in writing. However, there is a 10% difference in Reading and Maths. This is the difference of 5 pupils.

Year 3- There is no significant difference between Disadvantaged and non- disadvantaged pupil groups in Reading and Writing. However, there is a 21.1% difference between these vulnerable groups in Maths.

Year 4- There are no significant differences in Maths for Disadvantaged pupils and Non- disadvantaged pupils. There is however an 11% attainment gap in Reading and Writing. This is linked with EAL pupils within the cohort who also require a language and communication focus.

Year 5- There is no significant difference in writing between these vulnerable groups, however there is a slight discrepancy in Maths and a 15% difference in attainment in Reading.

Year 6- There is a gap between Disadvantaged pupils and Non- disadvantaged pupils in R/W/M. For context 33/60 pupils are classified as Disadvantaged within this year group, which make up 45% also being EAL and 57% girls.

Progress data between these groups indicate that disadvantaged children have made progress in their learning that is in line with their peers within the academic year 2024-2025. Attainment data demonstrates that there is no significant discrepancy between R/W/M across whole school data. However, there are some discrepancies within year some year groups in specific core subjects. These pupils are regularly monitored and provision is therefore in place for key target pupils/ cohorts (for example in Year 3 maths) these have been identified following pupil progress meetings and regular data analysis reports and are monitored half termly by leaders within school.

Attendance Information (2024- 2025)

Reception - Year 6				
School attendance				
92.8%				
Boys attendance		Girls attendance		
92.4%		93.1%		
Authorised absence (%)				
Illness 3.1%	Medical 0.3%	Authorised circumstances 0.2%	Religious observance 0.3%	C2 Codes 0.2
Unauthorised absence (%)				
Authorised 4.2%		Unauthorised 3%		Holidays 0.7%
School Punctuality				
98.5%				

A breakdown of vulnerable group attendance (Yr. 1 – 6) on 17.7.25

Group	% Attendance
PP (121)	91.6%
Non PP (260)	93.7%

Throughout the year, there has been a strategic overview of attendance, which has the following incentives in place to support the whole school target of 96% and 98% for punctuality.

- Weekly reviews of attendance and punctuality are sent to each class.
- Awareness raised with all children through developing an understanding of the impact of attendance on educational success, clarifying what would be a legitimate reason to be absent in terms of mild/serious illness
- Incentives are promoted to try and improve attendance and punctuality.
- Incentives and rewards are given to most improved and 100% pupils for the term and year.
- Weekly rewards are given to the class with the highest attendance.
- At the end of the Summer Term, 21 pupils finished on 100% in Reception to Yr6
- 20 pupils finished on 100% in Yr1-Yr 6.

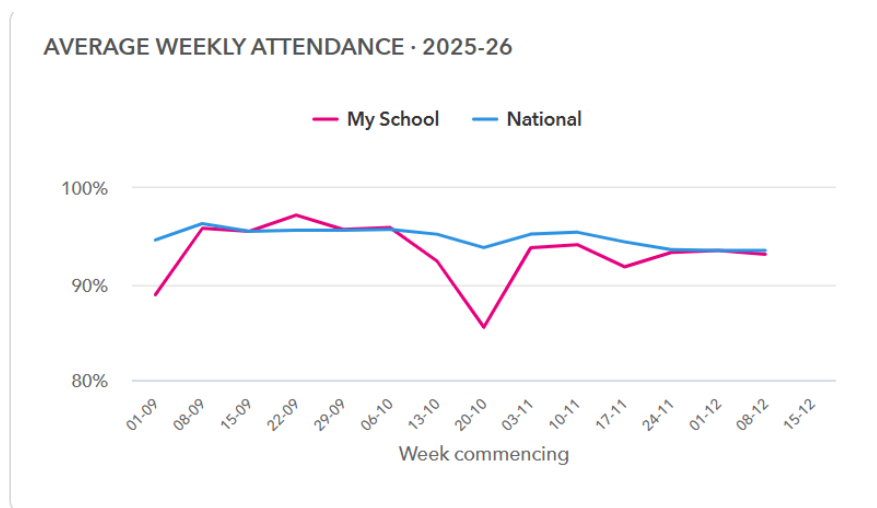
- Awareness raised with all parents/carers around the impact of poor attendance
- Letters are sent home reminding parents/carers of punctuality.
- Parents/ Carers are challenged when arriving late to school.
- Challenge for poor attendance through meetings with school leaders and involvement of the school local authority attendance officer
- Unauthorised absences are significantly high as numerous holidays have been taken, parents/cares do not provide evidence of illness and appointments. Also many pupils take whole days off for appointments.
- Pupils that are being monitored on Fast Track 1 will only have their absence authorised if evidence is proven.
- Awareness raised with all staff and expectations for all staff to share consistent messages with pupils and parents/carers; challenging where appropriate and celebrating improvements

Current Attendance and Punctuality Data (September 2025– December 2025)

Category	Attendance to date (Sep - Dec 2025)				Punctuality (Sept- Dec 2025)	
	R- Y6	Y1- Y6	Regional	National	R- Y1	Y1-Y6
Attendance	93.2%	93.8%	94%	94.9%.	98.%	98.7%

Group	% Attendance R-Y6	% Attendance Yr1-Y6	Difference from July 2025- Dec 2025
PP (172)	92.4%	92.6%	+1%
Non PP (245)	94.1%	94.6%	+0.9%

Pupil Premium children within school have made 1% increase in attendance since July 2025. Non pupil premium children have made an increase of 0.9% since July 2025. There is 2% difference between those who are pupil premium and those that are not.



Attendance workers, school and individual classroom teachers continue to ensure that pupils attend school regularly through high expectations, challenge and support. This provides a wealth of support to a large majority of individual vulnerable families. As per the data percentages above, there is a continuous interlink across the term between HMPS and National. This shows the success/ impact the strategy is proving upon school attendance. Where there has been dips in individual weeks (below 96% whole school target), there has been significant challenge and support put into place from the school level. School Leaders and the designated attendance worker have individual caseloads for pupils classified as persistently absent and continue to support and challenge them to improve attendance through the actions listed above.

Externally provided programmes

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

Programme	Provider
Jigsaw PSHE package	Jigsaw Education Group
Thrive Online Subscription package	Thrive
Read, Write, Inc	Ruth Miskin
Online Safety UK Subscription	Online Safety UK
Extended therapeutic support	Core Therapeutics
White Rose Maths premium resources	White Rose Maths
Lexia	Lexia Learning Systems
Sonar Assessment tracking tool	Juniper Education
PIXL	PIXL

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A