This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview: Hutchinson Memorial CE First School

Detail	Data
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	12.5% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Danielle Austin
Pupil premium lead	Danielle Austin
Governor / Trustee lead	Carl Gliddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6560
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*	£6560

Part A: Pupil premium strategy plan

Statement of intent

Hutchinson Memorial CE First School is committed to ensuring that disadvantaged pupils achieve well, participate fully and develop the confidence and independence needed for their next stage of education. We maintain high expectations for every pupil and do not assume that disadvantage presents the same barrier for every child.

As a small rural first school with mixed-age classes, we know our pupils and families well. Assessment, attendance information, pupil and family voice and staff knowledge are used to identify each pupil's specific academic and wider barriers. Current priorities include securing foundational knowledge in reading, writing and mathematics; supporting emotional regulation and readiness to learn; meeting additional or emerging needs; and removing financial or practical barriers to wider participation.

Our strategy follows three connected priorities:

High-quality teaching
Inclusive classroom teaching is the foundation of our approach. Diagnostic and formative assessment inform precise teaching, appropriate scaffolding and timely adjustments. Professional development, modelling and monitoring support staff to apply agreed approaches consistently across classes.

Targeted academic support
Where assessment identifies a specific gap, pupils receive structured, time-limited support in areas such as phonics, reading, writing or mathematics. Support is linked to classroom teaching and reviewed against individual starting points. Provision is continued, adapted or stopped according to evidence of impact.

Wider strategies
Pastoral support, work with families and access to enrichment address barriers relating to emotional wellbeing, attendance, confidence, participation and belonging. Financial or practical barriers to visits, clubs, music and sport are addressed where these would otherwise limit a pupil's participation.

Leaders review the strategy termly using pupil-level evidence, including attainment, progress, attendance, participation, wellbeing and pupil voice. This ensures that provision remains responsive to individual need and that pupil-premium funding is directed towards approaches that demonstrate benefit.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and families show that some disadvantaged pupils need additional support to recognise and regulate emotions, manage social interactions and sustain engagement in learning. At times, difficulties with emotional

	regulation and confidence can affect readiness to learn, relationships, participation and independence. Baseline: 3 of 4 pupils (75%) currently require planned emotional-regulation or pastoral support.
2	Diagnostic assessment identifies specific gaps for some disadvantaged pupils in early reading, phonics, reading fluency, writing or mathematics. Where foundational knowledge is less secure, pupils may find it harder to read accurately and confidently, express ideas in writing, retain key number knowledge and access increasingly demanding curriculum content. Baseline: 2/4 pupils (50%) are below the expected standard in reading; 3/4 (75%) of pupils are below the expected standard in writing and 2/4 (50%) pupils have identified gaps in maths.
3	The cost, availability or accessibility of educational visits, music, sport, clubs and other enrichment opportunities can limit some disadvantaged pupils' participation. Reduced access to these experiences may restrict the development of background knowledge, vocabulary, confidence, teamwork, independence and cultural capital. Baseline: 3/4 pupils (75%) required financial support to access a visit, music tuition or another enrichment activity.
4	Some disadvantaged pupils also have identified or emerging SEND needs, including needs associated with autism or ADHD. Barriers relating to communication and interaction, attention and executive functioning, sensory processing, emotional regulation or transitions can affect curriculum access, sustained engagement and independence unless reasonable adjustments and targeted support are consistently matched to individual need. Baseline: 3 of 4 pupils (75%) are also identified as having SEND. New targets have recently been set within their current ILPs and progress towards these outcomes will be monitored through the APDR cycle.

Intended outcomes

This explains the outcomes we aim to achieve **by the end of our current strategy plan**, and how we will measure whether we have achieved them.

Intended outcome	Success criteria
Disadvantaged pupils strengthen their emotional regulation, confidence and readiness to learn so that they can engage positively, sustain participation and develop independence.	By December 2026, leaders record an agreed starting point for each identified pupil using pastoral records, regulation or engagement measures, pupil voice and staff observation. July 2027 target: All three pupils (100%), who are identified as having a barrier of SEMH, will meet

	or exceed their individual regulation or engagement target.
Disadvantaged pupils address identified gaps in foundational reading, writing and mathematics and make strong progress from their individual starting points.	Diagnostic assessment identifies the precise knowledge or skill each pupil needs to secure, and intervention records show that support is linked to classroom learning and reviewed regularly. July 2027 target: 2 of 4 pupils (50%) make at least expected progress in reading, writing and mathematics; the number reaching the expected standard in reading increases from 25% to 50%. Pupil voice and reading records demonstrate improved confidence, fluency and engagement with reading.
Disadvantaged pupils participate fully in enrichment, cultural, musical, sporting and wider curriculum opportunities that build knowledge, vocabulary, confidence, resilience and belonging.	Leaders establish a participation baseline covering clubs, visits, music, sport and other wider opportunities and identify any financial or practical barriers. July 2027 target: 4/4 pupils (100%) access at least one sustained enrichment opportunity, compared with 25% and 4/4 pupils (100%) report increased confidence, enjoyment or belonging. No disadvantaged pupil is prevented from participating in an agreed curriculum or enrichment activity because of cost.
Disadvantaged pupils with identified or emerging SEND needs receive precise, consistently applied adjustments and targeted support that improve curriculum access, engagement, progress and independence.	Assessment information, pupil and family contributions and the Assess–Plan–Do–Review cycle identify each pupil's specific barriers, intended outcomes and required provision. July 2027 target: 100% of current ILPs or EHC plans are reviewed on time; at least 75% of agreed outcomes are on track; and monitoring shows that agreed adjustments are applied consistently.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed agreed Teach Like a Champion technique, focusing on explicit modelling, guided practice and No Opt Out. Leaders will sample classroom use termly and review pupils' participation, understanding and independence.	The EEF SEND guidance recommends explicit instruction, scaffolding and flexible grouping. The EEF Feedback strand reports an average impact of +6 months when feedback is specific and helps pupils improve. Implementation will be monitored rather than assuming the branded approach itself will secure impact. EEF: Special Educational Needs in Mainstream Schools; Feedback; A School's Guide to Implementation (2024).	2
Strengthen formative assessment so staff routinely check understanding, identify misconceptions and adapt teaching during lessons. Review implementation through learning walks, work scrutiny and examples of responsive teaching.	EEF evidence indicates that effective feedback begins with accurate assessment of pupils' understanding and provides clear, actionable information. Formative assessment should inform immediate teaching decisions and pupils' next steps. EEF: Feedback; Teacher Feedback to Improve Pupil Learning.	2, 4,
Use Andy Buck leadership training to agree a small number of shared expectations for teaching and learning. Leaders will provide follow-up modelling, feedback and review so agreed practice becomes embedded.	EEF guidance emphasises that professional development should include clear goals, modelling, rehearsal, feedback and action planning. Sustainable change also requires staged implementation, monitoring and adaptation. EEF: Effective Professional Development (2021); A School's Guide to Implementation (2024).	2,4
Provide staff development on autism, ADHD and associated barriers, including communication, attention, sensory regulation, predictable routines and reasonable adjustments. Monitor whether agreed strategies improve access, engagement and independence.	EEF SEND guidance emphasises high-quality teaching, understanding individual needs and evidence-informed interventions that complement classroom provision. Professional development should be followed by support to apply learning in practice. EEF: Special Educational Needs in	1,4

	Mainstream Schools; Effective Professional Development.	

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

Budgeted cost: £2530.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy the HLTA to deliver short, targeted reading, writing or mathematics support based on diagnostic assessment. Provision will connect to classroom teaching and be reviewed at least half-termly against individual starting points.	EEF evidence indicates that small-group tuition can have a positive impact, particularly when teaching is closely matched to assessed gaps, delivered by trained staff and connected to normal lessons. The Toolkit reports an average primary impact of about +4 months. EEF: Small Group Tuition; Deployment of Teaching Assistants.	2, 4
Deliver structured interventions with precise objectives, planned teaching and practice, and entry and exit measures. Continue, adapt or stop provision according to evidence from pupil-progress reviews.	EEF guidance recommends selecting interventions in response to identified need, implementing them with fidelity and monitoring whether they produce the intended change. Targeted support should supplement, not replace, high-quality classroom teaching. EEF: A School's Guide to Implementation; Special Educational Needs in Mainstream Schools.	2, 4
Establish a SEND inclusion hub offering time-limited, structured support for regulation, engagement and targeted learning. Each pupil will have agreed entry, review and reintegration arrangements linked to classroom provision.	EEF evidence supports combining universal provision with targeted social and emotional support and carefully planned SEND interventions. The SEL strand reports an average academic impact of +3 months, but the school will evaluate regulation, engagement and reintegration directly. EEF: Social and Emotional Learning;	1,4

	Special Educational Needs in Mainstream Schools.	
Purchase matched Little Wandle Fluency books for pupils who need additional practice. Staff will assess accuracy, automaticity, expression and engagement and adjust the level or frequency of practice accordingly.	EEF evidence shows that systematic phonics has a positive average impact of +5 months and should be matched to pupils' current knowledge. Reading support should also develop fluency, vocabulary and comprehension. EEF: Phonics; Reading Comprehension Strategies.	2

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

Budgeted cost: £1,529.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise Rock Steady music sessions where cost would otherwise prevent participation. Monitor attendance and pupil voice and review changes in confidence, teamwork, communication and belonging.	EEF evidence suggests arts participation has positive wider benefits and an average academic impact of about +3 months. The school will evaluate the intended social and participation outcomes rather than assume academic impact. EEF: Arts Participation.	1,3
Remove cost and access barriers to lunchtime activities, clubs, sport and competitions. Track participation and review whether involvement improves confidence, teamwork, healthy habits and belonging.	EEF evidence identifies health and social benefits from physical activity and an average academic impact of about +2 months. Social and emotional learning also supports self-management and relationships. EEF: Physical Activity; Social and Emotional Learning.	1, 3
Fund visits, visitors, workshops and cultural experiences that are clearly linked to curriculum knowledge and vocabulary. Track participation and use pupil work	EEF evidence supports arts participation and explicit development of background knowledge and comprehension. Because evidence for generic enrichment is mixed,	2, 3

and voice to evaluate what pupils learn from the experience.	activities will have defined learning aims and be evaluated locally. EEF: Arts Participation; Reading Comprehension Strategies.	

Total budgeted cost: £6,560

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils:

Area evaluated	Outcomes achieved and supporting evidence July 2026
Academic achievement	Diagnostic assessment and targeted teaching addressed identified gaps in foundational reading, writing and mathematics. Phonics training linked to *Little Wandle* strengthened staff knowledge and supported consistent early-reading teaching. All eligible disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check, and all eligible disadvantaged pupils met the Early Years Foundation Stage good level of development measure. Individual assessment information also demonstrated progress from pupils' starting points.
Wellbeing, engagement and additional needs	Targeted pastoral support helped identified pupils strengthen their emotional regulation, confidence, relationships and engagement with learning. The contribution of a social work student improved the school's understanding of pupils' social, emotional and family-related barriers. All relevant pupils made progress towards their EHC-plan outcomes relating to social, emotional and mental health needs. Evidence included support-plan reviews, pastoral records, staff observations and pupil and family contributions.
Participation and wider development	All disadvantaged pupils accessed lunchtime enrichment activities and participated in educational visits, sport and wider opportunities. Subsidies removed financial barriers where required. Participation records, staff observations and pupil voice indicate that these opportunities supported confidence, teamwork, independence, physical development and belonging.
Overall evaluation and next steps	The strategy strengthened early-reading provision, improved access to enrichment and provided more precise academic and pastoral support. The school will now strengthen the use of baseline and exit measures so that the impact of wider and pastoral provision can be evaluated as precisely as academic support. Leaders will review pupil-level attainment, progress, attendance, participation and wellbeing termly and will continue, adapt or stop provision according to its demonstrated impact.

Area evaluated	Outcomes achieved and supporting evidence July 2027

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Time4Sport	Time4Sport
Little Wandle Letters and Sounds Revised	Wandle Learning Trust and Little Sutton English Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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