

Pupil premium strategy statement – Hepworth J & I 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	7%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Crouch
Pupil premium lead	Mark Crouch
Governor / Trustee lead	Lisa Hoad

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,840

Part A: Pupil premium strategy plan

Statement of intent

Hepworth J & I School is a small village primary school with mixed year groups in a rural location. Hepworth pupils, no matter what their individual circumstances, should make strong progress and achieve exceptionally well across all subject areas. Our vision is that all our children, unless they have a significant learning delay, will achieve Age Related Expectations. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring those who are already high attainers, make strong progress and continue to achieve at a high level.

Quality first teaching is central to 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.

Our aim is to use pupil premium funding to provide more adults in school to support PP & other children. This will help pupils to achieve greater progress but also to support their well-being. This is especially vital in our small school with mixed year group classes.

We also want our PP pupils to be able to access all school trips, including residential visits and to be able to take part in sports clubs and music lessons if required.

Challenges

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

Challenge number	Detail of challenge
1	ETA support is needed in classrooms to support disadvantaged pupils. This is key in large classes of mixed year group pupils. The challenge is for all pupils to make at least expected progress in all year groups. Many of our PP pupils are at the expected level academically. We want to use additional adults to support these pupils to achieve more progress and to reach greater depth.
2	Staff report increasing social, emotional and mental health needs. Supporting pupil well-being is a constant challenge, especially in large classes of mixed year group pupils. Extra adults take time to ensure all pupils are ready to learn (Zones of Regulation) and then check on children throughout the day and help to meet their academic needs.

3	Being able to access the same opportunities as other pupils can be difficult for PP pupils. Funding will pay for school trips (including residential), after-school clubs, music lessons and other extra-curricular opportunities.
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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
ETA support will be used to ensure that disadvantaged pupils receive extra support to make at least expected progress.	PP pupils have made at least expected progress termly.
Pupils will be happy in school and will know who to go to for support if they need it. An adult in school will regularly check in with pupils.	PP pupils are happy, making progress and communicating with an adult regularly in school.
All disadvantaged pupils will have the same opportunities as other pupils in school.	PP pupils are offered and engaged in a wide variety of extra-curricular activities and go on all school trips and residential

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: £ 8240.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
ETA intervention of fluency bee in all year groups to be used as both pre-teach with targeted pupils and as a same day intervention with pupils identified during the day's lessons. Nessy Spelling programme intervention. Small group times table work. Emotional support – morning check ins with all PP pupils & regularly when they need / want it.	Pupils will access maths lessons in a more confident manner and engage with lessons. They will have pre-teach sessions and afternoon sessions on concepts they haven't understood. Pupils will receive small group times tables work and spelling sessions – focussed on areas of need. The emotional need will focus around zones of regulation and ensuring the have a trusted adult in school.	1 & 2

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

Budgeted cost: £ 3599.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Pupils have accessed a range of extra-curricular clubs paid for by PP funding. They have also attended school trips partly funded:	Pupils have been happy in school and have been able to play sports with their peers. They have talked about how they have made friends and competed with their friends. They have then been able to go on and join local sports teams. All pupils have had the same opportunities as their peers.	3

Jewish Museum £7.50 Murton Park £97.35 Boggle Hole £50.00 FSM & School Milk		
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Total budgeted cost: £ 11840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Three disadvantaged pupils left during the school year to move to different schools.
- We are satisfied with that the intervention programmes that have taken place this year.
- It is difficult to quantify the success of the emotional support provided to the disadvantaged pupils. All pupils, when interviewed, said they knew who they could speak to whenever they wanted in school. They said they felt happy in school, had friends and knew they were supported in school.

How PP money is spent	Costs	Actions	Impact						
All PP pupils have been on school trips	£154.85	Pupils attended school trips	All pupils have had the same opportunities. All have been on all of the school trips this year. Pupil average attendance of the PP group as a whole has increased by 1.2% over the course of the year.						
Academic interventions	8240.79	Intervention programmes taking place	Five pupil end of year results in reading, writing and maths shown in a table: <table><tr><th>WTS</th><th>EXS</th><th>GDS</th></tr><tr><td>13%</td><td>65%</td><td>20%</td></tr></table> All pupils have at least maintained the level they were working at with three of the fifteen possible areas of progress exceeding the level they started the year at. Staff feedback is that pupils are engaged and enthusiastic about the interventions. They attend without prompting and do the homework	WTS	EXS	GDS	13%	65%	20%
WTS	EXS	GDS							
13%	65%	20%							

			set. The scores in put and output scores show consistent progress and that these are being then transferred on the whole into their work. When they aren't – this is then flagged up with class teachers who are working with parents to work on strategies more appropriate to them.
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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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

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.