

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Pupil Premium Strategy Statement – Hensingham Primary School

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
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	30%
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	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	LAB 6.10.25
Pupil premium lead	Amanda Brotherhood
Governor / Trustee lead	Andrew West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£ 55,185

Part A: Pupil premium strategy plan

Statement of intent

As part of Cumbria Education Trust, we have a shared understanding with all the constituent collaborative colleagues and schools. It is a common aim and mission to ensure that we do all we can to enable every young person within our care to “Be the Best you Can Be”.

We will do this by having an unrelenting focus on how we can have the greatest impact upon improving the life chances of pupils at Hensingham Primary and across CET.

Our overall intent is to:

Raise Standards, Opportunities and Aspirations within Hensingham and across all schools in the Trust

By:

Having inspirational teaching & learning

Working collaboratively and innovatively, being outward facing

Implementing a diverse and creatively rich curriculum, which is educationally and financially sound

Having a culture that is open, honest and challenging

Training and developing staff in a way that is relevant, accessible and that embraces digital technology

Having clear lines of accountability

Having and nurturing great leaders at all levels across school and across the organisation

Understanding and learning from stakeholder feedback

In order to:

Improve the educational provision (and, in turn, outcomes) for all students

Create a memorable and solid foundation for lifelong learning

Improve the life chances of disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils start school, generally, having little prior awareness of number; this has an impact on their ability to keep up with their non disadvantaged peers in maths from the outset.
2	Low oracy and spoken language levels plus poor phonics and spelling, amongst disadvantaged pupils, has an impact on reading and writing standards across school.
3	The percentage of disadvantage children achieving the expected standard and exceeding the expected standard in maths, reading and writing is below national comparison figures.
4	Low attendance and increased safeguarding concerns, amongst disadvantaged children, impact heavily and contribute to significant barriers to learning.
5	Low aspirations, limited opportunities and a lack of parental engagement are more evident and impactful across amongst disadvantaged children, leading to a widened gap between social and emotional barriers.

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
To improve maths outcomes.	Disadvantaged children will close gaps in their number knowledge and make good or expected progress in maths, alongside their peers. Maths outcomes will improve, and children will leave primary school with the necessary skills and knowledge, to enable them to succeed at secondary school and in life.

To improve outcomes in phonics, spoken language and spelling.	Disadvantaged children will achieve in line with national standards. Children will meet the expected standards in phonics. Improvement in spelling scores will be evident, across all year groups. NELI is delivered in EY/KS1 as needed.
To significantly improve outcomes and percentages of disadvantaged children attaining age related expectations and exceeding age-related expectations, at the end of each stage.	Achievement and outcomes at Year 6 in national tests. Disadvantaged children to be achieving in line with non-disadvantaged peers.
To improve attendance of disadvantaged children to be in line with national averages, with persistent absence reducing.	Attendance amongst disadvantaged groups will improve, impacting directly on progress and outcomes. Persistent absence will reduce to levels comparable with non-disadvantaged peers.
To raise aspirations, life choices and opportunities for disadvantaged children.	Disadvantaged children will leave school with raised aspirations and the same life choices and chances as their non disadvantaged peers.

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: £ 20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – staff training/CPD programme continues to target strategies that improve quality first teaching for all learners.	Quality First Teaching is paramount to close the gaps between learners. Teaching all children through differentiated lessons, using assessment for learning, questioning and well-planned lessons to support children’s learning and progress.	1,2,3

	1. High-quality teaching EEF	
Continue to share practice of feedback strategies across the school, through teaching and learning briefings, CPD and book looks, highlighting good practice and areas for improvement.	EEF Teacher Toolkit, using feedback as a tool to positively impact on attainment and outcomes. "Feedback studies tend to show very high effects on learning...in general, research-based approaches that explicitly aim to provide feedback to learners, such as 'Bloom's Mastery Learning', also tend to have a positive impact. Teacher Feedback to Improve Pupil Learning EEF	1,2,3
Training for staff to deliver high quality, targeted interventions.	Linked to the school OKRs and Development Plan. 2. Targeted academic support EEF	1,2,3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have 1:1 small group and focussed interventions to deliver targeted support based on the assessment of need and to enhance QFT.	Closing the attainment gap EEF Robust, specific, time managed and measurable interventions with high quality support staff will address specific needs identified through ongoing assessment. Use of support staff to enable teachers to deliver high quality effective interventions to individuals and small groups.	1,2,3

To have targeted interventions for reading.	RWI 1:1 reading intervention daily by high quality support staff/teacher. Children identified for KS2 reading interventions. Access to Chapter One to close reading gaps and improve fluency in early reading. Accelerated Reader introduced, quizzes and overseen by reading lead. Teaching Assistant Interventions EEF	1,2,3
To have targeted interventions for maths, to improve outcomes.	TTRS delivered every day for 15 minutes from Y1-Y6. Maths as part of the OKR and CPD from CET Maths Lead. Mathletics implemented for children in Y5/Y6. Quality First Teaching. LBQ in Y5/6. Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1,2,3

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

Budgeted cost: £ 14,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase attendance for disadvantaged and Free School Meal children	If children attend school more regularly then they will achieve more. Parental engagement through meetings and rewards. Senior Attendance Officer and BEWO in post and adopted new Attendance Strategy 2024. Supporting attendance EEF	1,2,3,4,

<p>To provide SEMH morning and after school clubs to support disadvantaged children and those with safeguarding or SEMH concerns.</p>	<p>Breakfast Club National Scheme – subsidised breakfast scheme.</p> <p>Identified and targeted children to check in at the start of the school day. Reset time and reset passes for children to self-regulate.</p> <p>Lego Therapy, ELSA sessions, Drawing and Talking and Decider Skills used across school. New ELSA trained and in post 2025.2026.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p>	<p>1,2,3,4</p>
<p>To run the Cumbrian Award and provide enrichment and enterprise opportunities.</p>	<p>To engage in activities funded and supported by the Primary Business Partnership. To engage in Careers opportunities. The Cumbrian Award Lead teacher to attend training and lead CPD for staff.</p> <p>Cumbrian Award adventure enterprise culture</p>	

Total budgeted cost: £ 55,185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our spending for the financial year 2024-2025 academic year, was spent primarily on providing the support to deliver targeted intervention and focused quality support to children who had gaps in their learning, in addition to high quality first teaching. This included the provision to support extra tuition for children in year 6 – topping up the national tuition funds, extra KS2 pupils support packages and interventions for disadvantaged and SEND pupils. Funds were predominantly spent on increasing staff capacity to ensure regular delivery of interventions. In summary:

- Interventions to support the delivery of the curriculum – including maths interventions, one to one support, reading support and the continuation of AAPs.
- Social, emotional and behavioural strategies – including family support work, one to one provision packages, and emotional wellbeing groups
- Actions focused on enrichment beyond the curriculum – including extracurricular trips and visits which were provided for every year throughout the Autumn and Summer terms;
- Actions focused on families and communities – including family support work, outside agency support, community-based initiatives;
- Actions focused on clear data tracking and targeted intervention for pupils – including data reviews, and pupil progress meetings;
- Actions focussed on improving early language skills, including additional training and resourcing.

Impact in 24.25

- More children engaged in wider opportunities
- All children given opportunities for extra curricular activities, heavily subsidised for disadvantaged children
- Development of the curriculum, with a particular focus on PSHE and PD
- More teaching assistant support available in school
- All children accessing The Daily Mile
- The Bagel Bar providing all children with access to a free breakfast
- Free fresh fruit available daily for all KS2 children
- NELI undertaken and very positive outcomes shown
- SPACE programme ran for parents
- Attendance and persistent attendance in line with national average, much improved on last year
- Providing disadvantaged children with subsidised guitar tuition opportunities
- RWI phonics data and outcomes much improved on last year, a substantive and experienced reading lead in place, daily interventions Fresh Start and Fast Track timetabled and running, again with much improved outcomes
- Behaviour and attendance improved across school and improved figures on last year
- A positive outcome when inspected by Ofsted, April 2024 – Good in all areas

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

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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)

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