

Pupil premium strategy statement – Hunsbury Park 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	381
Proportion (%) of pupil premium eligible pupils	30%
Number of pupils in nursery	30
Proportion (%) of EYPP eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dan York (Executive Headteacher)
Pupil premium lead	Jaimie Boyling (Assistant Headteacher)
Governor / Trustee lead	Sundip Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,495
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>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£140,495

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for our Pupil Premium strategy is to continue fostering a high-performing culture by raising standards and expectations for all pupils, with a particular focus on those who are disadvantaged. Central to this is our commitment to narrowing both the academic and enrichment gaps and supporting the development of cultural capital for every child.

A core principle of our school vision is ambition — we believe all pupils should aspire to achieve their full potential. At Hunsbury Park, we want our children to be highly motivated, feel valued, and be equipped with the knowledge and skills to maintain both their mental and physical wellbeing. We are committed to providing a rich array of experiences that enhance the curriculum and prepare pupils for life beyond school.

Through our pupil premium strategy, we aim to ensure that:

- Our disadvantaged pupils are given access to high quality teaching and additional support to help them to make accelerated progress in their attainment.
- There are a wide range of opportunities available to increase their cultural capital.
- Pupils develop a greater understanding of the opportunities available through education, the community and employment.
- Specific challenges that individuals pupils may face are identified and addressed quickly and effectively to ensure accelerated progress within their learning and positive personal development and wellbeing.

Research from 'The EEF Guide to Pupil Premium' recommends that funding is divided through a tiered approach, with 50% spent on tier one – high quality teaching; 25% on tier two – targeted academic support and 25% spent on tier 3 – wider strategies. This research very much aligns with our goals to close the gap and enrich our pupils' education and wider lives, and high-quality teaching for all very much sits at the heart of that. Within our school, we recognise that alongside children who are recipients of pupil premium funding, there are also many who do not receive this but may still come from low-income backgrounds. This strong focus on high quality teaching benefits all our pupils and aims to give them the best possible start to their education. To support high quality teaching, we invest carefully in developing the knowledge and skills of our teachers and have a thorough and comprehensive CPD programme which aims to monitor and continually enhance the teaching within our school.

To support the high-quality teaching, we also have a well-designed, ambitious curriculum written for our school, which builds knowledge and skills from our pupils' starting points. We recognise the significant importance that oracy has on pupils' success, and we ensure that English and oracy skills are developed throughout all subject areas to

develop ambitious, independent learners who are able to effectively and confidently communicate with others.

Developments are planned strategically, taking into consideration gaps in our pupils' learning and planning our use of funding carefully with ongoing investment. This ensures we are able to provide children with consistency, embedding new developments and practices thoroughly, reviewing them and evolving them further as needed.

A range of wider research has been used to develop this strategy, including the research by Marc Rowland 'Addressing Educational Disadvantage'; the Education Endowment Toolkit; research by Lee Elliot Major 'Equity in Education' and case studies from successful support and interventions at Hunsbury Park.

Enriching the lives of pupils is of significant importance at Hunsbury Park Primary School and as such we aim to ensure a wide, engaging and enriching programme of personal development that supports the school's context and pupils needs and drives their ambitions and aspirations. We have a wide and engaging programme of enrichment spanning curriculum areas as well as a broad range of extracurricular opportunities available.

We intend for our strategy to be adaptive to the needs of pupils at our school and that it will further evolve over the three years. We will adapt it in response to changes in challenges, research and evaluations.

Our overall objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To accelerate progress for disadvantaged pupils through targeted academic support.
- To improve wider enrichment of disadvantaged pupils.
- To improve attendance and reduce persistent absence across the school, particularly in our disadvantaged pupils.

To determine these objectives, we analysed data from prior years and used this, alongside our whole school aims, to determine the key objectives that would best close the gap for our disadvantaged pupils.

This strategy uses a range of evidence and research to select key methods of implementation to achieve our objectives.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is seen in reading, writing and maths.
2	Assessments this year showed that 40% of disadvantaged pupils made accelerated progress in reading, 20% made accelerated progress in writing and 31% made accelerated progress in maths. However to close the attainment gap, we need the percentage of pupils making accelerated progress to increase further.
3	Attendance data for 2024-25 shows that attendance for disadvantaged pupils is lower than that of non-disadvantaged pupils. This can then have a negative impact on progress and attitude to learning.
4	Data through staff voice, observations, behaviour incidents and pupil voice show that a number of pupils have difficulties managing their emotions and improving their wellbeing, which then also impacts on their readiness to learn. Observations in our nursery also indicate that EYPP pupils often require more support with self-regulation, following nursery routines and 'readiness to learn'.
5	Many children have a lack of enrichment opportunities outside of school, which impacts on knowledge and understanding of the world.
6	There is a gap in oral language skills and vocabulary between disadvantaged and non-disadvantaged pupils. In 2024-25, we significantly reduced this gap at the end of Early Years from 26% to 3% difference. This will continue to be worked on next year to strengthen the progress made. A number of EYPP eligible pupils also enter our nursery with communication and language skills below age-related expectations, particularly in vocabulary and social interaction.
7	There is a gap in the physical development for our EYPP eligible pupils. Baseline assessments show that disadvantaged pupils in our nursery often need additional support with fine motor strength and gross motor coordination.

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 narrow the attainment gap in reading, writing and maths in disadvantaged pupils.	The outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths in 2025-26 will improve and the gap between disadvantaged and non-disadvantaged pupils will reduce to less than 10% difference in each year group.

<p>To accelerate progress in disadvantaged pupils.</p>	<p>All disadvantaged pupils who are below expected attainment will receive targeted academic support in reading, writing or maths to accelerate their progress in this area. The percentage of disadvantaged pupils making accelerated progress in reading, writing and maths will increase.</p>
<p>To increase attendance for disadvantaged pupils and to reduce persistent absence.</p>	<p>The attendance rate for all pupils will increase to 96% or above and the attendance gap between disadvantaged and non-disadvantaged pupils will reduce.</p>
<p>To improve the range of opportunities to support pupils' wellbeing as well as their physical and mental health for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>All disadvantaged pupils will have access to a wide range of enrichment, wellbeing and extracurricular opportunities to improve aspirations for the future and their own mental health and wellbeing. This will be monitored through the take up of these opportunities alongside pupil voice, staff surveys and parent surveys.</p>
<p>To improve oral language skills and vocabulary.</p>	<p>Assessments will show improved oral language and vocabulary among disadvantaged pupils. The gap between disadvantaged pupils and non-disadvantaged pupils at the end of EY will show a less than 10% difference between disadvantaged and non-disadvantaged pupils.</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: £70,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to embed and adapt the Talk for Reading and Talk for Writing approach throughout the school with intense CPD Training delivered throughout the year by a Talk for Writing consultant to develop the teaching of reading and writing across the school and support teachers in adapting this for our pupils.</p> <p>Development of oracy across the school through the Talk for Reading and Talk for Writing approaches, as well as through the teaching of vocabulary in wider subjects.</p>	<p>The 30 million word gap – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household.</p> <p>Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,6
<p>Introduction of oracy project across the school to place a bigger emphasis on the importance and impact of this for our pupils.</p>	<p>The 30 million word gap – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household.</p> <p>Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,6
<p>Implementation of Talk for Writing in nursery through</p>	<p>Recommendations from EEF below show that on average, oral language approaches have</p>	6

oral storytelling and exploring different books to build narrative structure.	a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Early screening for all EYPP pupils (HOW?? NELI?) to identify speech and language gaps immediately upon entry.	Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	6
CPD programme taking place across the school with a focus on Teaching and Learning linked to the Walkthrus based on Rosenshine's Principles of Instruction.	Tom Sherrington - Rosenshine's Principles of Instruction are "the best, most clear and comprehensive guide to evidence-informed teaching there is". <i>Rosenshine's Principles in Action by Tom Sherrington.</i>	1, 2, 6
Training for EY staff on the ShREC approach to support communication and language development.	EEF – The ShREC approach https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	4,6
Maths Hub training for the Maths lead as well as for teachers in EY, Year 1 and Year 2.	EEF research states that the impact of mastery learning approaches can be an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF Oral Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
Training courses on Walkthrus being attended by SLT to improve how teaching is monitored and supported across the school.	EEF – 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2
Specialist music teacher is employed to provide enrichment music sessions	EEF research finds that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4,5

<p>to all pupils across the school.</p> <p>Selection of disadvantaged pupils also have the opportunity to learn piano.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Continue to embed Zones of Regulation across the school to help children to understand their emotions and strategies to manage them.</p>	<p>EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
<p>Yoga practitioner to work with vulnerable groups of pupils weekly.</p>	<p>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5
<p>Part time Forest School teacher/practitioner to lead forest school sessions for all pupils across the school, as well as a teaching assistant to support them. This will develop social and emotional skills, support mental health and pupil wellbeing and enrich children’s learning.</p>	<p>EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF Self-regulation https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function</p>	4,5,6
<p>Embed a thorough spelling programme across the school that continues from the phonics programme taught in KS1.</p>	<p>EEF ‘Improving Literacy in Key Stage 2’ – ‘Explicitly teach spellings and provide pupils with extensive opportunities to practise them.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2
<p>To further enhance the curriculum for our ASD provision.</p>	<p>EEF – Curriculum Adaptation ‘Curriculum adaptation and enhancement is core to the work of school improvement.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,6

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

Budgeted cost: £35,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with staff to inform them of data gaps for disadvantaged and non-disadvantaged pupils and to discuss strategies and ways forward to support those pupils.	<p>EEF – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2
Analyse data of disadvantaged pupils with one-page profiles created for key pupils to identify data that is specific to their areas of need. This could include attendance, punctuality, attainment, behaviour and progress.	<p>EEF – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2,3
Regular meetings with teachers to carefully audit and identify specific areas of need to be targeted within a subject area, as opposed to a broad subject area, and support given to do this.	<p>EEF – Improving Literacy in KS2 ‘When a teacher identifies that a pupil is struggling...the next steps should be to accurately diagnose the specific issue then carefully plan how to support the pupil’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2
Mentoring for pupils who may have motivation or self-regulation as a barrier to their learning to support this.	<p>EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF – Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2,4
Teaching assistant to support vulnerable pupils who are working towards or below age related expectations in	EEF – Reading comprehension strategies	1,2

Reading identified for Switch On Reading intervention led by a focused teaching assistant.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Teacher led interventions to support pupils in reading, writing and maths to close attainment gaps and increase attainment in phonics, times tables and end of KS2.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Funky fingers intervention delivered in nursery for EYPP pupils to develop physical strength required for early writing.	EEF – Physical development in EY. https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development	7
Individual meetings with teachers to discuss pupils gaps in their learning and ensure they understand their responsibility for disadvantaged pupils and closing the gaps.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
KS1 vulnerable pupils who are working towards the expected standard to be identified for intensive phonic intervention to raise attainment in phonics skills.	EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,6
Year 4 booster sessions to be run by teachers targeted at pupils who are working towards the expected standard in maths.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Year 6 booster sessions to be run by teachers targeted at pupils who are below the expected standard in reading, writing and maths.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Wellbeing interventions led by teaching assistant to support managing of emotions to enable pupils to be ready to learn.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Teaching assistant to deliver speech and language intervention for pupils showing difficulties.	EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	6

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

Budgeted cost: £35,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support lead appointed fulltime and established in role to support vulnerable pupils and families across the school.</p> <p>Parents workshops and coffee mornings offered.</p> <p>Breakfast club offered by invitation to disadvantaged pupils.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4</p>
<p>Additional parental workshops offered via SEND partnership to parents throughout the year.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4</p>
<p>Targeted workshops for nursery parents through stay and play sessions, focused on positive interactions with their child and physical development.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,6,7</p>
<p>Structured graduated response to attendance, with clear attendance triggers and clear actions moving from letters to informal support to meetings with phase leaders and head of school and on to contact of the SASO if attendance has not improved.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>
<p>FareShare taking place weekly with a designated Pop Up Pantry to hold more items for parents who need them.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4</p>
<p>Offer a wide range of extracurricular clubs to pupils across the school with 60 pupil premium places paid for per week for disadvantaged pupils to attend Rhino clubs.</p>	<p>EEF – Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3,4,5</p>
<p>Forest school sessions delivered to nursery pupils to</p>	<p>EEF Self-regulation</p>	<p>4,7</p>

build resilience and self-regulation in an outdoor setting.	https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function	
Teacher clubs offered to pupils throughout the school year, aimed at developing wider experiences and raising motivation and aspirations with resources bought for these to be carried out.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,5,6
Development of the Hunsbury Duke awards to develop responsibility and independence in our pupils.	EEF – Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4,5
Development of more structured careers opportunities across the school to inform and engage our pupils in opportunities beyond school.	'Primary Futures: connecting life and learning in UK primary education'. By Dr Anthony Mann, Dr Elnaz Kashefpakdel and Steve Iredale. Research found improved academic performance by building self-esteem and motivation.	1,2,3,4,5
Teaching assistants work for half an hour of each lunch time to support behaviour and pupils who may have difficulties managing their emotions when outside on the playground.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Develop aspirations for all disadvantaged pupils to raise life ambitions with visits to Northampton University and secondary schools. Ensure high quality professionals and visitors, including Word Guerilla, are planned throughout the academic year to enhance curriculum teaching and to inspire our young learners.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Oral Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,5

<p>Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips, residentials, weekly cookery sessions in the nest and music tuition.</p>	<p>EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>3,5</p>
<p>In certain circumstances, use a 'virtual purse' to provide basics that pupils may need to attend school, such as uniform, new shoes etc.</p>	<p>EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4</p>

Total budgeted cost: £140,495

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below sets out assessments and explanations against the intended outcomes for the first year of this 3-year pupil premium strategy 2024-25.

1 - To narrow the attainment gap in reading, writing and maths in disadvantaged pupils.

By the end of 2024–25, although there was still a gap between disadvantaged and non-disadvantaged, attainment was above the national average of disadvantaged pupils. Early reading was a significant focus throughout the year, and the progress made meant that by the end of year 1, there was only a 1% gap between disadvantaged and non-disadvantaged pupils in reading. To reduce the gap further, we have refined our Pupil Premium strategy to place a stronger emphasis on the needs of disadvantaged pupils. This includes enhanced pupil progress meetings, the introduction of one-page profiles for targeted pupils, more focused and effective interventions and the implementation of a new whole-school oracy project. Additionally, inclusion has also been added to subject leader action plans as well as being given a high priority within our school's Strategic Improvement Plan next year.

2. To accelerate progress in disadvantaged pupils.

While attainment gaps remain, 40% of disadvantaged pupils made accelerated progress in reading this year, 20% in writing and 31% in maths. Additionally, there was less than a 5% gap in the progress between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths across the school. To reduce the attainment gaps further across the school between disadvantaged and non-disadvantaged pupils, we aim to continue to increase the proportion of disadvantaged pupils making accelerated progress next year, with a particular focus on accelerated progress in writing.

3. To increase attendance for disadvantaged pupils and to reduce persistent absence.

Our school attendance for non-disadvantaged pupils is 95.45% and our attendance for disadvantaged pupils is 89.3%. To improve our attendance, we have set up a structured graduated response to attendance, with clear attendance triggers and clear actions moving from letters to informal support to meetings with phase leaders and head of school and on to contact of the SASO if attendance has not improved. We will continue to embed this approach next academic year to ensure parents understand the impact of reduced attendance on their children, aiming to reduce the gap between disadvantaged and non-disadvantaged pupils.

4. To improve the range of opportunities to support pupils' wellbeing as well as their physical and mental health for all pupils in our school, particularly our disadvantaged pupils.

There have been 32 different clubs offered throughout the school year; some of them running continuously while others on a termly or half termly basis. Throughout the school year, 94% of pupil premium pupils from the mainstream school took part in an extracurricular club or offer this year and 86% took part in at least two different extracurricular activities. Apart from one child who didn't take part due to extremely low attendance, all children who have not taken part were due to either being dual registered and not on Hunsbury site, transient pupils joining in the summer term or pupils on part time timetables. Additionally, 36 children eligible for pupil premium have had either 1:1 or group work with a learning mentor or yoga teacher to support their wellbeing.

5. To improve oral language skills and vocabulary.

The gap in communication at the end of Early Years has been significantly reduced this year from a 26% to a 3% difference. This will continue to be worked on next year to strengthen progress made. To support this across the school, we are launching an oracy project in September from EY to Y6.

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
Talk for Writing and Talk for Reading	Talk for Writing
Soundwrite Phonics Programme	Sounds Write
Zones of Regulation – A social emotional learning curriculum and regulation program.	Zones of Regulation
Switch on Reading intervention	Switch on Reading