

Pupil premium strategy statement: Sand Hutton and Warthill Federated Schools

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. The split of resources across the schools reflects the proportion of pupils in receipt of pupil premium in any school year.

School overview

Detail	Data
School name	Sand Hutton and Warthill Federated Schools
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 to end of 2030
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Beverley Pawson (Head)
Pupil premium lead	Beverley Pawson (Head)
Governor / Trustee lead	(Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,820
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	£ 19820

Part A: Pupil premium strategy plan

Statement of intent

At Sand Hutton and Warthill Federated Schools we recognise that Pupil Premium financing is aimed at addressing the current underlying inequalities which exist between children from 'disadvantaged' backgrounds and their more affluent peers. We also note that the concept of deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is our intent to lessen, or perhaps even dispel the gap, between these two groups both in terms of academic outcome and also personal wellbeing; increasing cultural capital and enjoyment of school.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. This has been reviewed in September 2026 so that going forward, pupils who are identified as expanded FSM will not qualify for Pupil Premium funding, however may still remain vulnerable under our school criteria. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The percentage of our pupils eligible for pupil premium (currently 10%) is generally lower than the national average (24.3%). However we are mindful that while this demographic may be relatively low in number, they must remain of high importance. We are also aware that there may be vulnerabilities in families sitting just above the threshold

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Identify gaps, academic, cultural and social
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress as well as identifying gaps in attended extra curricular opportunities

- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Track pupil premium pupil outcomes and be mindful of the coexistence of PP and SEND

The size of our setting means that all staff know pupils and wider families well. An open door policy ensures that families feel comfortable asking for support. This extends to all our school communities but is especially important for pupils with SEND, PP and more broadly vulnerable ie those falling just outside means testing thresholds; possibly making them even more vulnerable as external financial support is more limited.

Our priorities mean that we can address matters can be influenced within the classroom and affect academic outcomes. Additionally though this is mirrored by the bespoke approach to supporting families in ways that matter in the home and that don't patronise or impact a sense of pride. It is sensitively handled, and effective.

This is reflected in our Pupil premium Support Plans

Challenges

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

Challenge number	Detail of challenge
1	Increasingly complex individual barriers to learning and subsequent application of pedagogy that enables individual needs to be met more effectively
2	Due to coexisting issues related to PP/SEND many of our PP pupils may require Individualised Instruction, focused support in enabling pre- and post-teaching as appropriate.
3	Pace of learning and ensuring progress remain key issues to address which can be difficult when levels of achievement are significantly below peers. Providing out of class, individual / small group work can counteract this
4	A number of our PP learners require access to emotional and social interventions to support SEMH development. Especially where trauma has been a factor
5	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities. This includes cultural and sporting opportunities outside school. This is further highlighted by the significant number of pupils belonging to a very different demographic and making the contrast more stark.

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
Time for Head to meet with class teachers and consider their needs and possible interventions plan with them and how this may address SEND needs additionally.	All PP pupils have been discussed at length so that this need is considered as thoroughly as any pupil with SEND and most especially where there is co existence.
To pay for staff training, upskilling on social and emotional skills, phonics knowledge, working with children with SLCN (Speech, Language and Communication Needs) and autism, impacting upon intervention opportunities for vulnerable pupils. Trauma approach training	Suitably experienced TAs to be allocated to classes. Improved progress for PP pupils Head and governor monitoring to ensure impact
Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction and group support	Improved progress for PP pupils. Particularly in the field of writing stamina. Achievement of pupils to be recorded as PP Assessment module
Targeted support driven by analysis of need; TA delivery in 1:1 or small groups, Maths SLCN, Emotional support	Monitoring attendance and behaviour; feedback from pupils / parents / teachers
Funded places on trips and residential, clubs, uniform and PE kit. In addition, support towards PTA organised events. See individual PP support plans	Monitoring attendance and participation ; feedback from pupils / parents / teachers, reported in HT report to Governors

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

Budgeted cost: £ 9320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to provide targeted support, with SPAG/phonics/Maths for pupils requiring additional interventions.	Numerous sources, including DfE. High impact. Pupil progress and year end attainment data, GLD and phonics outcomes. Hub involvement and reports. Early reading lead monitoring	2, 3
Dedicated time to monitor barriers to learning, identifying pupils not meeting their expected progress. Identify required additional support.	Half termly "data drops" for Governors Pupil progress and year end attainment data PP support plans Engagement in extra curricular activities	1,2,3,4
Time for Head to meet teachers individually and write their support plan with them. This will allow us to identify pupil need and allocate activities to pupils effectively, therefore underpins all others.	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	1,5

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATA to provide target support, SLCN interventions	Education Endowment Research, Reading comprehension strategies, Very high impact for low cost based on extensive evidence. Built on Fast Track and Fresh Start RWI Oral language interventions, Very high impact for low cost based on extensive evidence See pupil progress evidence Phonics High impact for low cost based on very	2, 3

	extensive evidence: Supported by English Hub	
Providing an Intervention Package Socially Speaking, TA provides targeted support to pupils on 1 to 1 basis	Learning through talking research (Talk for Learning) – numerous studies, including Education Endowment Research. High impact, moderate cost	2, 3, 4, 5
Providing an Intervention Package Time to talk , TA provides targeted support to pupils	Education Endowment Research, High impact, moderate cost	2, 3, 4, 5
Targeted support in social and emotional areas of need, driven by analysis of individual pupil need; ELSA COMPETENT TA delivery in 1:1 or small groups as required	Education Endowment Foundation research results Social and emotional learning Moderate impact for very low cost based on very limited evidence: Number of pupils on CAMHS waiting list is linked	4

Wider strategies

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talking and drawing intervention to targeted pupils	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	4, 5
Funded places on trips and residential, clubs, provide uniform and PE kit, met with families to ensure parents have confidence to share financial concerns which may limit access to activities. Provide additional curriculum opportunities, to promote independent learning SEMH/wellbeing	Recent academic research carried out by The Nature Partner Journals showed ; the relationship between school enjoyment at age 6 and nationally standardised test results at age 16 to be; Children who enjoyed school at age six scored on average 29.34 more points at GCSE compared to children who did not enjoy school.	4, 5

Total budgeted cost: £ 19, 820

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 2025 to 2026 academic year.

Assessment of actions taken – 2025 / 2026			
Identified barrier to learning	Action	Estimated impact: Did we meet the success criteria?	Lessons learned
Many PP pupils identified as requiring in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate. At WH four year groups together for Maths is a barrier especially with SEND pupils transitioning from the infant class	Suitably experienced TAs to be allocated to classes, who teachers are able to deploy for individualised instruction At WH splitting the cohort into 3 and 4 against 5 and 6	Given data around PP progress/attainment in comparison to all pupils this resulted in reasonably positive results. 'Catch up' support and regular access to home learning was closely monitored throughout as necessary to context.	Data suggests this has impactful – more so in Maths most especially at WH (see outcomes for KS2 Maths) and Reading at SH see outcomes at KS2. To be reinstated in the coming academic year. Will look at how to best support progress in writing and mirrored in SDP and English action plan
Stamina in writing has been impacted by the basic skills deficit and therefore considerable steps are required to address	Assess all and address daily mechanics for writing programme	Rigor around this should remove the barrier over time	Evidence in book scrutiny Handwriting and spelling improved. Impact in KS2 evident although still requires continuance for further improvement