

Pupil Premium Strategy Statement – Horbury Bridge CE J&I Academy

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	105 (120 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Richard Tuddenham
Governor / Trustee lead	Paula Gent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,400
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>	£18,400

Part A: Pupil premium strategy plan

Statement of intent

As a small Church academy, we value all pupils equally and are committed to ensuring that pupils from disadvantaged backgrounds achieve as well as their peers. While our cohort sizes are small, we use high-quality formative assessment, teacher knowledge and diagnostic information to understand each child's needs and remove individual barriers to learning.

This three-year strategy (2025–2028) focuses on:

- **Developing high-quality teaching**, particularly in reading, phonics, early language and mathematics
- **Providing targeted academic support** for pupils who need it most
- **Removing barriers to engagement and success**, including attendance, wellbeing and self-belief
- Ensuring **equal access to opportunities**, including enrichment, music, arts and wider curriculum experiences
- Our approach aligns closely with the **DfE menu of approaches** and the **EEF tiered model** emphasising high-quality teaching first, followed by targeted support and wider strategies.
- By 2028, our disadvantaged pupils will leave Horbury Bridge Academy as **confident, resilient learners with strong foundations in literacy, numeracy and communication**, and improved wellbeing and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments and observations show that PSED (Personal, Social and Emotional Development) and Communication & Language skills in Early Years are under-developed for some disadvantaged pupils

2	Assessments and teacher observations indicate that disadvantaged pupils are more likely to have difficulties with phonics, which negatively affects their confidence and fluency in reading
3	Many disadvantaged pupils show low confidence and self-belief in maths, writing and reading, impacting resilience and academic progress
4	Attendance and persistent absence are higher for disadvantaged pupils than their non-disadvantaged peers

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
Improved Communication & Language and PSED in EYFS	At least 85% of disadvantaged pupils meet age-related expectations by the end of Reception. The gap between disadvantaged and non-disadvantaged pupils in CL and PSED reduces year-on-year.
Improved Communication & Language and PSED in EYFS	100% of disadvantaged pupils meet or exceed the phonics screening threshold by the end of Year 1 / Year 2 (where appropriate)
Improved attainment in maths and writing	The attainment gap between disadvantaged and non-disadvantaged pupils in maths and writing reduces by at least 15%. Disadvantaged pupils make good or better progress from their starting points.
Improved attendance	Overall attendance for disadvantaged pupils is at least 96%. Persistent absence is reduced to below 10% and remains low over the three years.
Improved wellbeing, confidence and engagement	Pupil voice, surveys and diagnostic tools show improved confidence, resilience and engagement in learning for at least 90% of disadvantaged pupils.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and ongoing support for staff delivering the systematic synthetic phonics programme (Little Wandle)	High-quality phonics teaching is highlighted as a high-impact, low-cost strategy (+5 months progress) by EEF	2
CPD focused on Quality First Teaching (QFT), feedback and adaptive teaching strategies	High-quality teaching is the most important lever to improve outcomes for disadvantaged pupils	1 & 3
Leadership development and NPQs to strengthen teaching, curriculum delivery and subject leadership	DfE identifies professional development as a key driver for improved outcomes	1 & 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group phonics interventions for identified pupils	Targeted phonics and literacy interventions show strong impact on outcomes	2
School-led tutoring and TA-led structured interventions	1:1 and small-group tuition can result in +4 to +5 months' progress	2 & 3
Targeted Early Years language intervention (small groups)	Language-focused interventions in EYFS significantly improve communication skills	1

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion coaching training and mentoring for pupils	Social and emotional learning has a positive impact on both academic outcomes and wellbeing	3
Enhanced attendance monitoring, parental engagement and early intervention for absence	DfE highlights attendance support as essential for closing the disadvantage gap	4
Subsidised access to enrichment: music workshops, performances, instrumental tuition, educational visits	Arts and cultural participation improves engagement, wellbeing and motivation	1 & 3
Breakfast and after-school provision for identified pupils	Breakfast provision and extended school time support readiness to learn and engagement	1 & 4
Targeted parental engagement work to support learning and attendance	Strengthening home-school relationships improves outcomes and participation	1 & 4

Total budgeted cost: £18,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the small number of disadvantaged pupils, data is presented in general terms to protect pupil confidentiality.

- Internal assessments and observations showed improvements in communication skills in EYFS and increased engagement in structured talk activities.
- Phonics interventions resulted in improved decoding confidence and retention, especially for targeted pupils in KS1.
- Wellbeing and resilience support led to improved classroom engagement and more positive learning attitudes.
- Attendance improved for some disadvantaged pupils, although persistent absence remains a priority area for the new 3-year strategy.

Overall, the school is well positioned to meet the intended outcomes of the new strategy, with refined monitoring and stronger early intervention planned for 2025–2028.

Key foci:

- Continue: Phonics, tutoring, SEMH and attendance strategies
- Strengthen: Parental engagement and attendance support
- Embed: Early language and confidence-building approaches

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
White Rose Maths	White Rose Maths
Timetable Rockstars	Math Circle, LTD
Little Wandle	English Hub
Kinetic letters	Kinetic letters
Motional	Motional
Lego Therapy	In-house Trained Staff