

Pupil premium strategy statement – Huish Episcopi Primary School 2026-27

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	180
Proportion (%) of pupil premium eligible pupils	22%, 39 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	06/08/26
Date on which it will be reviewed	31/08/27
Statement authorised by	J Chadbourne
Pupil premium lead	J Chadbourne
Governor / Trustee lead	Pupil Premium Governor Melissa Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,000
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>	£63,000

Part A: Pupil premium strategy plan

Statement of intent

Rationale

The Huish Episcopi Primary School Pupil Premium Strategy will enable Pupil Premium and Service Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding. Our annual review will ensure each outcome is measured against its impact which will inform subsequent provision planning

Main barriers to educational achievement for a number of our children in our school:

- Ranked as within the lowest 30% of Income Deprivation Affecting Children Index (IDACI 2019 – Langport is in an area with a low income average, high unemployment and low access to health provision and high levels of disability).
- Irregularity of home routines.
- Parenting presence and stability.
- Behavioural challenges.
- Low levels of language when native English speakers and EAL learners enter HEPS in all year groups.
- Low perception of education value.
- Low aspiration for future lives.

Strategy

Our Strategy consists of three elements which address the main barriers to educational achievement in our provision:

Enable all children to be 'learn-ready' in an equitable position to peers

(School uniform, resources, extended school provision)

Enable all children to have access to high quality support for teaching and learning in school and at home

(interventions, assessment and tracking, resources, technology, CPD)

Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age

(The arts, theatre, sport, swimming, trips and visits, visitors, career and enterprise.)

Challenges

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

Challenge number	Detail of challenge
1	School readiness is unavailable to some pupils which affects attendance, self-esteem, readiness to learn and long-term prospects.
2	Home learning is unavailable to some pupils which increases the disparity with peers. Intervention teaching is required for some pupils to ensure accessibility due to low starting points. This affects long-term prospects.
3	Aspiration is generally limited or low.

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
Enable all children to be 'learn-ready' in an equitable position to peers (school uniform, resources, extended school provision).	All children will be 'learn-ready' in an equitable position to peers.
Enable all children to have access to high quality support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD).	All children will have access to high quality support for teaching and learning in school and at home.
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise).	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.

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.

Learn ready – Priority 1

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide items of uniform.	Attendance equity with non-PP children at school, particularly in the first and last few weeks of the term/school year. Peer equity participation in sport and swimming lessons.	Challenge 1 Enable all children to be 'learn-ready' in an equitable position to peers (school uniform, resources, extended school provision).
Provide bags, pencil cases, dressing up clothes, mufti clothes, hygiene products, wash bags, swimming kits.	High attendance on mufti, celebration, swimming and sport days. Equity with peers for attendance and participation. School provides all stationary equipment which is unbranded and the same for all pupils ensuring equity for all groups. All children starting school are provided with a branded school bag free of charge. This is the only branded item the children have.	
Provide reduced rate places for wrap around care through breakfast club (Early Birds) and after school club (Busy Bees).	Attendance increased and a reduction of late marks. Concentration is improved throughout the day with fewer behavioural issues. Reading and homework is completed with school support and supervision. Children have working parents (modelling aspiration).	

Teaching and Learning – Priority 2

Budgeted cost: £54,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants hold additional and specialist phonic sessions to ensure all children are secure in phonic	PP children achieve at least as well as their peers. Phonic test pass rate is above national average. Embedded reading for pleasure habit from a young age.	Challenge 2: Enable all children to have access to high quality

knowledge. To include booster sessions.		support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD).
Teachers and Teaching Assistants hold focussed subject specific sessions to ensure all children are meeting age-related expectations in all subjects. To include booster sessions.	Greater depth being achieved across the curriculum by pupils with or without home support (above national average). PP children achieve at least as well as their peers.	
Child focussed and additional support for PP children for challenging behaviour. Staffing permits children to be removed which ensures peers continue to access learning of quality and pace.	Fewer episodes of challenging behaviour. Children have coaching to guide them into understanding how to self-regulate. All children continue to access quality learning at pace.	
Teaching Assistants support PP children and other learners with small group sessions or 1:1 support.	Scrutiny of data through ELGs, phonics testing, multiplication, KS1 and KS2 statutory testing. Revisiting and summative assessment results show parity with peers.	
Support children experiencing loss, bereavement, trauma, friendship issues or other social/emotional issues. Ensure an Emotional Coaching Assistant (ECA) is available to support children through programs or sessions.	Attendance increased, reduced late marks. Children's focus is improved showing parity with peers. Behaviour issues do not impact negatively on learning and progress.	
Engage an Educational Psychologist to assess children.	Fewer episodes of challenging behaviour and increased learning focus. All children continue to access learning of quality and pace with scaffold and support relevant to the needs of each individual child.	
Continue to invest in assessment and tracking tools and materials which are efficient and accurate (CGP, FFT, Renaissance Learning, Phonics Tracker).	Cumulative dysfluency is identified and rectified early in school careers. Progress is above average when compared to national data through statutory testing.	

Continue to invest in an online safeguarding recording system.	Attendance increased, reduced late marks. Children's focus is improved showing parity with peers. Behaviour issues do not impact negatively on learning and progress. Patterns identified and support put in place before 'crisis' points.
Subscribe to home learning resources (TT Rockstars, MyMaths etc).	Self-motivated pupils ready to progress having learning habits embedded from an early age. Scrutiny of data through ELGs, phonics testing, KS1, multiplication and KS2 statutory testing show parity with peers. Assessments show parity with peers.
Invest in books and online reading provision. Provide an inviting reading area in every classroom. Reading enticements including sparkle jar prizes. Additional material to ensure all books are phonically decodable.	Avid readers from the very first days of entering our school. Readers are learners and learners are readers is evident for all pupils. All groups of children are inspired to write well which has been modelled through high quality texts.
Invest in skill specific resources for the current EYFS cohort. Baseline data shows the 2024 cohort have high needs for fine motor skill development and EAL.	Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality. Resources are purchased and developed for this specific cohort. Communication, language and maths skills are developed in line with peers.
Support learning through up-to- date technology.	Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality. Parental engagement with school is increased through regular interactions. Computing skills are developed.
Engage Phonic expert to provide training. Salary reimbursement for visit to leading provision in Somerset and beyond.	PP children are achieving at least as well as their peers. Phonic test pass rate above national average. Morale is high with improved staff wellbeing. Best practice is observed, implemented and embedded.

Renovate a current building and furnish as a school library.	Reading is the key to most areas of the curriculum, and daily life. Reading is shown to open the door to future prosperity and wellbeing. Reading for pleasure is key to the success of the HEPS Reading Strategy which will be strongly encouraged by a dedicated space where families can choose and read books.
Teachers and Teaching Assistants hold additional and specialist phonic sessions to ensure all children are secure in phonic knowledge. To include booster sessions.	PP children achieve at least as well as their peers. Phonic test pass rate is above national average. Embedded reading for pleasure habit from a young age.

High aspiration – Priority 3

Budgeted cost: £3,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide items of uniform.	Attendance equity with non-PP children at school, particularly in the first and last few weeks of the term/school year. Peer equity participation in sport and swimming lessons.	Challenge 3: Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (Raising the Future programme, music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise).
Provide bags, pencil cases, dressing up clothes, mufti clothes, hygiene products, wash bags, swimming kits.	High attendance on mufti, celebration, swimming and sport days. Equity with peers for attendance and participation. School provides all stationary equipment which is unbranded and the same for all pupils ensuring equity for all groups. All children starting school are provided with a branded school bag free of charge. This is the only branded item the children have.	
Provide reduced rate places for wrap around care through breakfast club (Early Birds) and after school club (Busy Bees).	Attendance increased and a reduction of late marks. Concentration is improved throughout the day with fewer behavioural issues. Reading and homework is completed with school support and supervision.	

	Children have working parents (modelling aspiration).	
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Total budgeted cost: £63000

Part B: Review of the previous academic year - Huish Episcopi Primary School 2025-26

Outcomes for disadvantaged pupils

Impact

Each area funded or subsidised through pupil premium and service premium has been assessed against one or more of these five elements: aspiration, attendance, exclusion rates, statutory results and swimming results. Here is a summary of each element showing the impact of this funding:

Aspiration

This is the most challenging area to quantify. However, anecdotal evidence clearly shows an increased awareness of career opportunities from the earliest of ages in school. Questioning has taken place through one to one conversations, through curriculum work in PSHE and via the School Council.

	HEPS	National
Attendance		
Whole school attendance	97.1% (top 10%)	94.8%
Unauthorised absence	0.8% (top 10%)	1.5%
Persistent absence	2.2% (top 10%)	13.5%
FSM school attendance	95.6% (top 10%)	94.6%
FSM unauthorised absence	1.3% (top10-20%)	1.4%
FSM persistent absence	9.1% (top 10-20%)	13.4%
Swimming		
Children who can swim 25m	90%	No data available
Exclusions		
Suspensions	2	No data available
Permanent	0	No data available
Statutory results		
Good Level of Development (YR)	92%	68.3%
Phonics screening (Y1)	95%	80%
Multiplication test mean average (Y4)	24.7	21.1
Writing (Y6)	100%	73%
Maths (Y6)	100%	75%
Reading (Y6)	100%	75%
SPaG (Y6)	100%	74%
Combined RWM	100%	63%

Service pupil premium funding

We use the same principles and methods for our Service Pupil Premium funding and outcomes.

Externally provided programmes

Programme	Provider
NELI	EEF