Pupil premium strategy statement – Hardenhuish 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	1578 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	17.6% (278 pupils, 56 service, 207 FSM, 15 PLAC
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	
Date on which it will be reviewed	March 2026
Statement authorised by	Lisa Percy
Pupil premium lead	David Mayo
Governor / Trustee lead	Andrew Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190 275
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*	£190 275

Part A: Pupil premium strategy plan
Statement of intent

In line with the Wiltshire Educational Disadvantage Charter, at Hardenhuish School, all members of staff and the governing body are committed to improving the progress of disadvantaged learners and to meeting their academic, pastoral and social needs within a caring and nurturing environment. We recognise that these learners are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development. We strive to put our children experiencing educational disadvantage at the heart of thinking, decision-making and actions so that each child will develop a love for learning and acquire skills and abilities that allow them to fulfil their potential, academically and as adults, finding employment.

This strategy outlines the main barriers to disadvantaged learners' success and the actions the school will put in place to try to overcome these barriers so disadvantaged learners can make progress in line with their non-disadvantaged peers.

The key principles of this plan are to improve the progress and attendance of disadvantaged learners by:
1. Ensuring strong leadership, including governance, that intentionally puts equity and inclusion at the heart of decision-making, planning and thinking.
2. Having leadership at all levels that promote a vision and culture that the fundamental purpose of education is to ensure all children reach their full potential.
3. Providing consistently high-quality teaching and learning experiences in lessons for all pupils, with teachers who are skilled in understanding and overcoming the barriers to learning that disadvantaged pupils may have.
4. Ensuring an appropriate curriculum that provides the greatest opportunity for learners to be successful in achieving qualifications and is aspirational by creating future opportunities for all pupils (including alternative provision where necessary).
5. Supporting disadvantaged pupils to improve their literacy and numeracy skills, learning skills, social/emotional intelligence and/or self-belief where needed.
6. Supporting disadvantaged pupils to settle into the school positively and by monitoring their progress and wellbeing; providing appropriate support and intervention where needed.
7. Encouraging disadvantaged pupils to be fully involved in the wider life of the school.
8. Continuing to build positive partnerships with parents of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance. There is a statistical correlation between the lower attendance of disadvantaged pupils (FSM6) and their lower attainment and progress.
2	School data shows that disadvantaged pupils (FSM6) have a statistically higher chance of having Special Educational Needs, lower levels of literacy, social/emotional intelligence or a less positive attitude toward school and self.
3	Less parental engagement. Data has shown that parents of disadvantaged pupils have lower amounts of engagement with the school. This is less helpful for providing a joined-up message between school and home about the value of education and related expectations.
4	Relatively high levels of mobility mean Services children may need support starting new schools with different curriculum; exam boards/specifications.
5	There is potential for an impact on wellbeing when parents of Services pupils are deployed or working away from home.

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
The academic progress of disadvantaged pupils from KS2 to KS4 is in line with that of non-disadvantaged pupils.	Progress 8 data (unofficial for 2025 and 2026) for disadvantaged pupils is similar to that of non-disadvantaged pupils (or there is a closing gap from previous years).
The attendance of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils in school and compared to national data.	The average attendance for Years 7 to 11 is similar to that of non-disadvantaged pupils (a closing gap from previous years). The average percentage of disadvantaged pupils who are persistent absentees (below 90% attendance) is similar to that of non-disadvantaged pupils.
The post-16 destinations of disadvantaged pupils are appropriately challenging and aspirational (in line with pupils' potential).	Destinations' data shows that no disadvantaged pupils are NEET and that all are accessing courses post 16 at an appropriate Level.
The involvement of disadvantaged pupils in the wider life of the school is broadly in line with that of non-disadvantaged pupils.	Club and trip registers show that the percentage of disadvantaged learners attending is broadly in line with that of non-disadvantaged learners.
The attitudes to school and self of disadvantaged pupils are positive.	PASS survey. Confidence in learning, attitude to attendance, response to curriculum demand and their perceptions of themselves

	as learners are significantly negative when compared.

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: £95 137

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high quality CPD to develop staff skills in using strategies that remove barriers to learning. To support teachers in planning and adapting lessons to be accessible by default. Clear identification and expectations of routines in place that set learning up for the rest of the lesson. Future CPD to remind and refresh / identify activities where lessons are punctuated with planned activities for checking pupils understanding. We will emphasise our expectation that all teachers have knowledge of who their disadvantaged pupils are. **BY:** June 2026	The Education Endowment Foundation (EEF) has provided evidence that Individualised instruction can lead to an increase in progress of 4 months over the course of a year for relatively little cost. EEF research evidence suggests the 'five-a-day' approach to teaching can have a positive impact across phases for all pupil groups. Five-a-day-poster_1.1.pdf	1, 2, 3, 4
Ensure the quality of feedback and formative assessment to disadvantaged learners from teachers is regular and effective at identifying strengths and areas for development. Teaching staff prioritise disadvantaged learners when marking and providing any feedback; providing diagnostic assessment to ensure the quality of the feedback is high and impactful. Departmental QA resulting in the sharing of good practice for effective feedback will continue.	The EEF research has shown that effective feedback to learners can add 6 months' progress over the course of a year for relatively little cost.	1, 2, 4

BY: Ongoing		
Ensure pupils have access to teaching resources needed to engage in learning. Aspire Pupils will be supported with targeted resources to ensure they have appropriate access to learning and can prepare for assessments. Tailored support to be identified by the Y11 pupils champion. This strategy to be rolled out for lower years as capacity and resource allows. Pupils in receipt of free school meals will be provided with access to stationery as needed to ensure they have appropriate access to learning and can prepare for assessments. **BY:** Ongoing	Research conducted by the Child Poverty Action Group on the effects of the Covid 19 pandemic found in June 2020 that children from disadvantaged backgrounds were twice as likely to say that they lacked all the resources they needed to support learning at home, with 40 per cent saying they were missing at least one essential resource. Supporting disadvantaged learners to overcome this barrier to learning by providing resources will therefore improve their opportunities to be successful.	1, 2, 3, 4

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

Budgeted cost: £47 568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Successful Lives tutor programme and Successful Lives Days continue to develop to meet the needs of pupils. This programme will include learning to learn activities where pupils will gain effective study skills as well as considering the wider social and emotional aspects of learning (including growth mindsets). Elevate services brought in to encourage self-belief and develop study skills of Y10 pupils. Departments to consider and implement methods through which the language for life will become more familiar though curriculum activity. **BY:** 06/11/25 (Elevate) and Ongoing	The EEF research has shown that supporting learners to understand metacognition and self-regulation can lead to seven additional months' progress over the course of a school year. Such strategies help learners to take greater responsibility for their learning and better understand what is required for them to succeed. In addition, social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The EEF research suggests that such strategies can improve academic progress by 4 months over the course of a year but also provide other, non-academically measured benefits to young people.	1, 2, 3, 4
Aspire program and pupil champions LMs to specifically monitor and gain regular picture of progress for each Aspire pupil. Y11 to identify champions for each Aspire learner (and other year groups), to ensure appropriate support in terms of resource and build pupils self esteem particularly as learners. Opportunities for contact and structure provided to develop social and emotional learning	[Social and emotional learning	EEF](#) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	

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

Budgeted cost: £47 568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subsidise the employment of Pastoral Managers and Learning Managers in every year group (including pastoral support in SEN) to provide support and intervention for disadvantaged pupils when needed. Utilise Pastoral Managers to positively engage parents in any necessary learning/behaviour/attendance support. Pastoral Managers and Learning Managers also support transition of Services pupils by: ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate; organising buddies and mentors; taking a personalised approach to their transition, staying in touch and checking on their progress and helping service and civilian pupils keep in touch with friends who have left. **BY:** Ongoing	Benard, B. (1995). *Fostering resilience in children* states that effective pastoral care can improve students' attendance and retention rates; foster an orderly atmosphere where all students can access opportunities and enhance their academic achievements as well as promoting tolerance, teaching respect for self and others, resilience, fairness and equal opportunities for all. Effective pastoral care is linked to academic engagement and performance (Furrer, C., & Skinner, E. (2003). *Sense of relatedness as a factor in children's academic achievement and performance*.). Furthermore, the EEF research suggests that parental engagement has a positive impact on average of 4 months' additional progress. Research by the Service Children's Progression Alliance has also found that a robust and supportive transition procedure for pupils both entering and leaving schools is a priority (not only may Service children relocate more than non-Service children, but many move in the middle of the school year). Therefore, Service children may require bespoke pastoral and academic support for repeated transition.	1, 2, 3, 4, 5

Provide access to a counsellor if required (prioritising disadvantaged pupils for support). Ensure that PMs are aware of the expectation for counselling to be a higher priority for Disadvantaged learners. **BY:** Ongoing	The Department for Education's Counselling in Schools document recognises that effective counselling is part of a whole school approach to mental health and wellbeing and provides evidence that that there is a much higher prevalence of mental health issues for vulnerable children and young people and they often have multiple issues.	1, 2, 3, 5
Ensure sufficiently aspirational careers advice and guidance is available (prioritising disadvantaged pupils for support) This strategy will include the setting up of programme in Key Stage 3 prioritising Y9 followed by Y8 then 7. That encourages pupils from disadvantaged backgrounds to consider a variety of aspirational destinations (utilising connections with the employers and the Wessex Inspiration Network who are working to increase social mobility through higher education in the area). **BY:** July 2026	Research by the EEF suggests that raising aspirations is often believed to incentivise improved attainment. This can occur by highlighting to children and young people the possibilities they can hope to achieve for themselves in the future and understanding that, to meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. However, the evidence for this is considered weak.	1, 2, 3, 4
Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount on costs for FSM pupils. Identify any gaps in participation at clubs and ensure club leaders are prioritising the encouragement of disadvantaged pupils' involvement in arts, sports, and leadership opportunities. Actively encourage disadvantaged learners by informal discrete and targeted invitation. Where cases of oversubscription are encountered	The International Journal of Science and Technology Education Research has suggested that after school extracurricular activities and trips have long been recognised for contributing many ways to the enhanced school experience as well as to the increased social skills of students. Besides creating a school culture and promoting school spirit, extracurricular activities have been found to have a relationship with students' academic performance through the development of responsibility, discovering their abilities and	1, 2, 3

increase the likelihood that disadvantaged learners will be selected.

BY: Ongoing | interest, self-discipline and leadership skills. | |
| **Provide financial support in obtaining school uniform.**

Discount codes can be made available to parents for Price and Buckland purchases.

50% additional discount offered in the nearly new unform shop (prices already greatly reduced).

Compulsory items restricted to jumper tie pe shirt top bottom socks shorts
By: Ongoing | The Wiltshire Affordable Schools Strategy provides evidence that schools taking steps to reduce the financial burden placed on parents to purchase uniform can improve the positivity of parental attitudes towards schools and remove potential barriers to attendance. | 1, 3 |

Total budgeted cost: £190,275

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Intended outcome	Outcome
The academic progress of disadvantaged pupils from KS2 to KS4 is in line with that of non-disadvantaged pupils.	Significant widening of the gap seen 2024-2025. Intervention was largely aimed at the grade 3-4 borderline, whilst disadvantaged pupils were included in this they were not the target audience and space was prioritised for those whose engagement was self motivated.
The attendance of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils in school and compared to national data.	Hardenhuish's headline figure from 2024-25 is 91.9% which is in line with similar schools. FSM attendance is between 5&10 % lower in all year groups, however over all persistent and severe absence is reducing from 2023-24 into 2024-25. Persistent absence is about 2.5x greater for FSM pupils.
The post-16 destinations of disadvantaged pupils are appropriately challenging and aspirational (in line with pupils' potential).	Post 18 destinations show 8 of 10 progressed to higher education, 1 left the UK and 1 took a gap year to reapply. Post 16 of the 19% (49) PP in the year;4% (2) NEET; 2% (1) remained in alternative provision; 2% (1) moved to a special school; 2% (1) no information; 39% (19) progressed to Hardenhuish 6th form; 8% (4) apprenticeships; 43% (21) progressed to college. These are inline with potential.
The involvement of disadvantaged pupils in the wider life of the school is broadly in line with that of non-disadvantaged pupils.	Pupils from a variety of year groups have been supported in achieving first aid, food and hygiene also music lessons. In addition the attendance of disadvantaged groups in the clubs that we run shows high participation pro-rated against attendance of the year groups.
The attitudes to school and self of disadvantaged pupils are positive.	A negative difference in attitudes of disadvantaged learners compared to non, exists from the pass survey information; limited to FSM pupils compared to all.

Interventions.

Maths intervention was through 5 team program and through the more rigorous approach to identifying the appropriate tier of entry. Staffing of the 5 team program was inconsistent and so learning was through skills based review.

English intervention was through 5 team program, staffing and other demands resulted in little to no intervention happening more widely. Staffing posed a challenge in the 5 team classes.

Other Wider Strategies

A total spend on resources of £22,814.37 was made up from Music lessons; breakfast club and food to support catering and cooking qualifications and courses; equipment and educational visits.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
This is outlined/referenced in the main strategy plan. Specific strategies for Services children include...   - Employ and utilise Pastoral Managers to positively engage parents in any necessary learning/behaviour/attendance support and to support transition of Services pupils by organising buddies and mentors and taking a personalised approach to their transition, staying in touch and checking on their progress and helping service and civilian pupils keep in touch with friends who have left.   - Learning Managers also employed to support the transition of Services pupils from a learning perspective by ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate.   - Counselling provision is also made available as/when needed.   - Festival of friends is being invested in this year, the first element of which is a year 8 trip to Bath university to promote opportunities from and within education for service pupils.
The impact of that spending on service pupil premium eligible pupils
Service PP eligible children transition well in to Hardenhuish and are supported as they settle in. we are aware of their specific needs and know best how they should be supported.