

# Pupil premium strategy statement – Hennock Community Primary, Link Academy Trust

This statement details our Trust and School's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines the Trust's Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## Trust overview

Detail	Data
Trust Name	Link Academy Trust
Schools	Bearnes Branscombe Broadhembury Broadhempston Cheriton Bishop Diptford Drakes Farway Harbertonford Hennock Ilshington Landscombe Littleham Morchard Bishop Moretonhampstead Otterton Sparkwell Stoke Gabriel Teburn St Mary Widecombe in the Moor Wolborough Woodbury Salterton Yeoford
Number of pupils in the Trust	1728
Proportion (%) of pupil premium eligible pupils in the Trust	17.53% (Sept 25, an increase of 2.5% from the previous year)
Academic year/years that our current pupil premium strategy plan covers	2025-2026

Date this statement was published	30.11.2025
Date on which it will be reviewed	29.11.2026
Statement authorised by	Rachael Sharpe, Link CEO Francesca McLoughlin, Director of Inclusion
Pupil premium lead for the Trust	Francesca McLoughlin
Trustee lead	Christine Cottle
Academy Pupil premium lead	Anthony Arnold

## School overview

Detail	Data
Number of pupils in school (put nursery figures separately)	40
Proportion (%) of pupil premium eligible pupils (not including nursery)	8%
Context of our school that shapes the main barriers	<p>Hennock is a small school with 2.5 mixed-aged classes and a pre-school class. Our intake is primarily from Hennock and another local village. We also recruit from a couple of local towns.</p> <p>The number of children in receipt of the PPG is currently 5 (8%), of which 40% are on the SEND register, primarily with speech, language &amp; communication needs.</p> <p>We have no children that are in receipt of the PPG with EAL or forces families.</p>

## Funding overview

Detail	Amount
Trust total Pupil premium funding allocation this academic year	£471,165
Pupil premium funding carried forward from previous years	£0
<b>Total Trust budget for this academic year</b>	<b>£471,165</b>
<i>Funding is pooled is our Trust with an amount given to individual schools based on number of children in receipt of PPG</i>	

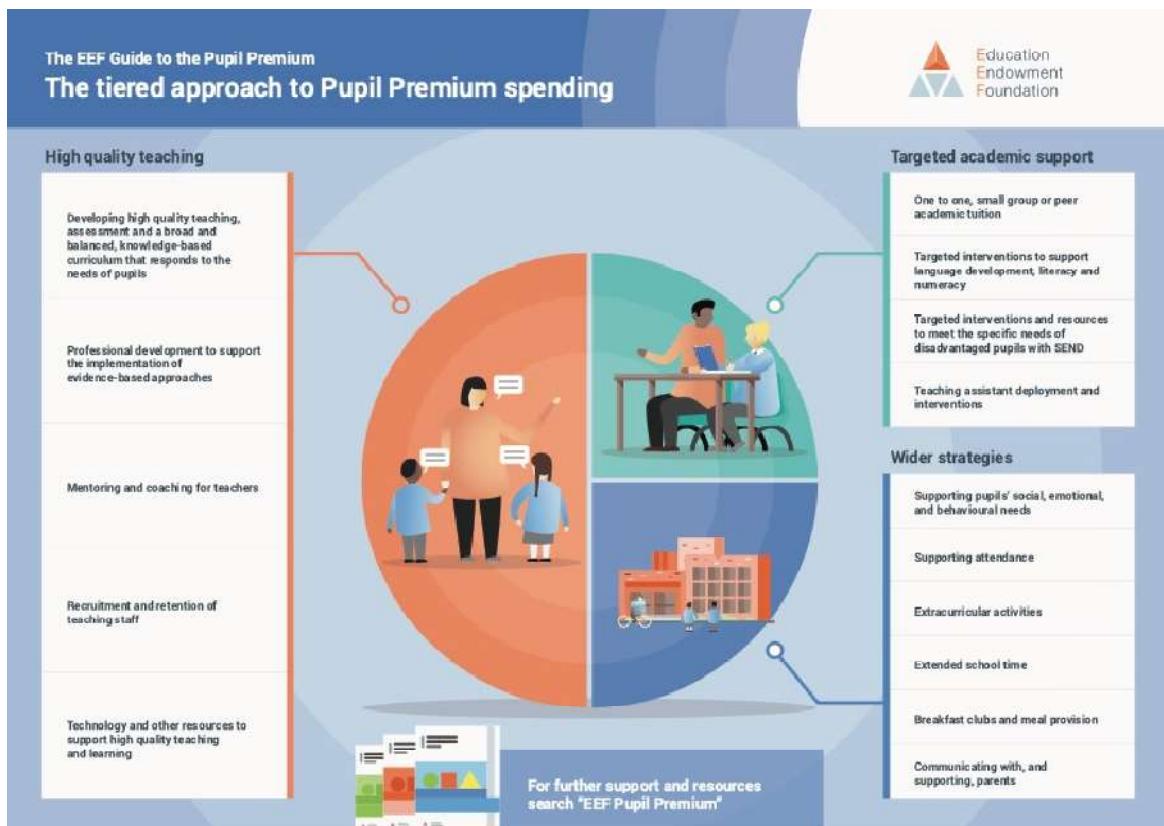
<b>Amount of funding available to the school</b>	£400
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# Part A: Pupil premium strategy plan

## Statement of intent

Link Academy Trust is a multi-academy Trust of 23 small primary schools across Devon, from the South Hams to East Devon. We pool budgets and resources and provide opportunities to all children within the Trust; we want our disadvantaged children to flourish in every aspect of school and to be prepared for the next stage of their education. We strongly believe that disadvantage is an economic label, not a decider of academic ability. The number of children in receipt of the PPG varies widely in our schools across the Trust and the CEO and Deputy CEO have developed a scale that determines the amount each individual Academy will receive to spend in their own school. The responsibility of over-seeing the support, attainment and engagement of children receiving the additional funding is a shared one amongst the Directors of the Trust, and particularly the Director of Inclusion, working closely with the Inclusion and Improvement Hub (IIH) who lead on inclusion in our Academies.

We make use of the EEF's tiered approach to PP spending to help ensure we are making the best use of these resources.



This Trust-wide plan is written to ensure that our initiatives reach all our schools and the pupils of under-resourced backgrounds that attend. We also know that other

children will be able to benefit from this strategy, it is not exclusive to those in receipt of the grant.

This pupil premium strategy and the priorities in our Trust aim to build sustainable, long-term support to promote:

- A culture of good attendance
- Support for social, emotional & mental health that includes embedding the Relational Approach to develop relationships, based on the evidence of trauma informed practice
- Identification of wider need, especially for disadvantage and special educational needs and disabilities
- Targeted support and CPD for staff to provide all children (and especially those in receipt of the PPG) access and opportunities to achieve academic success
- Early identification of need, especially with Early English and maths, so that all pupils gain the essential skills to access the wider curriculum
- A commitment to ensuring that every disadvantaged child receives the best possible education and that we work hard to close gaps in learning and attainment.

## Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupils with SEND across our schools, especially with a growing range of complex needs. 42% of children with SEND children are also in receipt of the PPG and 33% of our children with an EHCP are also in receipt of the PPG. Delays in external services across Devon mean that as a Trust we have additional challenges in meeting these needs. We have a low number of children in receipt of the service family premium (1.6%) and children in care (0.5%).
2	Levels of deprivation vary across the Trust and are particularly high in our schools in Newton Abbot and East Devon. We may need to work harder to engage and involve some parents in their children's education in these areas, who may also be struggling with housing and challenging financial circumstances.
3	Attendance for 2024-25 was 95.1% for all pupils in the Trust and 93% for children in receipt of the PPG; although less than 1% below the national average we aim to narrow this gap. For PPG children, persistence absenteeism (PA) was at 18%, this is in line with the

	national data. For children not in receipt of the PPG, PA rate was 14% so this is a gap we aim to reduce.
4	Attainment in Summer 2025 shows that although many of the children in receipt of PPG funding make good progress from their starting points, attainment levels of these children are well below that of non-PPG children, although it is higher than that of our SEND children. End of KS2 combined data in summer 2025 was 64% for all children (62% national) and 37% (47% national) for children in receipt of PPG, this is a gap we need to close and it is higher than the national gap of 22%.

## Intended outcomes 2024-2025 REVIEW

This outlines the outcomes we set in the previous year and our success in achieving them.

Intended outcome	Success criteria
<p>1. To raise attainment by investing in high-quality teaching for the benefit of all children; this includes support for Early Career Teachers and training and professional development for teachers, especially in writing this academic year.</p> <p><i>Review: Our English Trust lead provided high quality CPD in phonics and writing and visited schools to give bespoke support. Systems and processes in tracking progress and closing gaps are becoming more embedded. Overall, phonics scores improved by 1% and Y6 writing outcomes by 8%.</i></p> <p><b>School level:</b> our phonic score increased from 33% in 2024 to 80% in 2025.</p> <p>Our KS2 writing attainment in 2025 was 56% with 100% of PP children making the expected standard.</p>	<ul style="list-style-type: none"> <li>Writing strategy is embedded across the Trust, with quality CPD for staff and regular moderation.</li> <li>High quality phonics teaching is improving attainment in the Y1 phonics screening check</li> <li>Assessment data shows improved outcomes in writing at the end of KS2, especially for children in receipt of the PPG.</li> <li>Teachers' subject knowledge has developed as a result of quality Trust-led CPD</li> </ul>
<p>2. To improve attendance and offer support for children experiencing emotional school-based absence.</p> <p><i>Review: Across the Trust, our attendance lead has ensured all schools follow tighter procedures for identifying and managing attendance concerns. Trust data shows a good improvement from the previous year, with attendance for children in receipt of PPG increasing from 91.9% to 93% and persistent absenteeism reducing by almost 10%.</i></p>	<ul style="list-style-type: none"> <li>Increased and maintained rates of attendance including a reduction in persistent absence for those in receipt of the PPG</li> <li>Attendance leads and IIH regularly monitor attendance levels and through an improved IT system, link these to attainment and progress</li> <li>Greater understanding of ESBA and support in place for families where it is an area of concern</li> </ul>

<p><b>School level:</b> For children in receipt of PPG we had an attendance rate of 96.5%, above the national figure of 89%.</p>	
<p>3. To ensure high-quality support for teaching English and maths, so that pupil needs are met and they make excellent progress</p> <p><b>Review:</b> See outcome 1.</p> <p><b>School level:</b> regular pupil progress meetings that target children in receipt of PPG to ensure attainment is constantly tracked and progress is made by all.</p>	<ul style="list-style-type: none"> <li>• Careful and accurate diagnosis of pupil needs, we will assess and not assume.</li> <li>• Assessment Data shows evidence of improved outcomes and at least good progress for all groups of pupils</li> <li>• Records show that PPG children are discussed at pupil progress meetings and moderation meetings with appropriate and aspirational targets set</li> <li>• TAs and teachers receive appropriate support and training so they can close gaps</li> <li>• Ensure that schools are aware of high attainers in receipt of the PPG so that they can ensure sufficient challenge</li> </ul>
<p>4. To ensure children have access to a wider curriculum that includes for example, Forest School, music, sports events, trips and residential and extra-curricular clubs</p> <p><b>School Review:</b></p> <p><i>All children in receipt of the PPG competed in multiple sporting events across the year.</i></p> <p><i>All children in receipt of the PPG were able to attend all wider-curriculum events, with financial support offered where necessary.</i></p> <p><i>Enrichment week held to host a range of wider school experiences.</i></p>	<ul style="list-style-type: none"> <li>• Expectation that all children in receipt of PPG will attend at least one Trust sport event</li> <li>• PE team will be aware of these vulnerable children and build in support for those not reaching expectations</li> <li>• Evidence from schools shows that those with PPG are attending trips and residential and are not missing out for financial reasons</li> </ul>
<p>5. To ensure timely support for children identified as having SEND, especially identifying support for children also in receipt of the PPG. To support vulnerable children who may have SEMH or SLCN.</p> <p><b>Review:</b> The inclusion hub has introduced a training programme with a particular focus on embedding the relational approach. Regular reviews of attainment for children with SEND &amp; disadvantage have been strengthened by the Executive Improvement Team.</p> <p><b>School level:</b> All staff completed the Relational Approach training hosted by DCC. Relational behaviour policy and blueprint were created and embedded across the school.</p>	<ul style="list-style-type: none"> <li>• IIH will deliver CPD for all Trust staff and measure the impact of this</li> <li>• TA training programme in place that raises understanding of disadvantage – entry questionnaire to gauge knowledge</li> <li>• Inclusion Reviews to have an additional focus on children receiving PPG</li> </ul>

## 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 and staffing costs (for example, CPD, recruitment and retention) and resources (e.g. subscriptions, IT)

Budgeted cost: £221,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff into ways to support children with SEND. This includes training on OAIP, adaptive teaching and disadvantage.</i></p> <p><i>Monitor quality of support through Inclusion Reviews</i></p>	<p>EEF 5 a Day <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a></p> <p>Getting it right for children with SEND will support all groups <a href="https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/">https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/</a></p>	1, 5
<p><i>To develop high quality teaching and use of assessment that responds to the needs of all pupils, including those in receipt of PPG. This includes quality support from the Directors of School Improvement, Trust improvement team, especially Early Years, English and Maths leads</i></p>	<p>A systematic phonic approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Leaders need a secure understanding of, and to use appropriate evidence of disadvantaged pupils' needs and how to support them to make progress (Ofsted 2025)</p>	1, 3
<p><i>Trust attendance leads to support schools in identifying trends in attendance and persistent absenteeism, with a sharp focus on those in receipt of the PPG.</i></p>	<p>A Trust wide approach to identifying trends in attendance and ways of working with parents to improve where necessary. Our aim is to be in line with DfE expectations of 96%. <a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance#:~:text=Using%20evidence%20to%20inform%20action&amp;text=One%20way%20that%20schools%20can,encourages%20parents%20to%20support%20attendance.">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance#:~:text=Using%20evidence%20to%20inform%20action&amp;text=One%20way%20that%20schools%20can,encourages%20parents%20to%20support%20attendance.</a></p>	2

### Intended outcomes 2025-2026

This outlines the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

## Targeted academic support

**Budgeted cost: £250,104.** The budget for this targeted support sits within the staffing budget, attendance team and that for the Improvement and Inclusion Hub. This includes SENDCo allocation, training and support, multi-agency team (MAST) support and assessments and CPD.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce Wellcomm as a language screener from ages 2 to 11 so that we can screen children to identify levels of need in SLCN and plan relevant interventions	<p>Positive effects have been identified on early language and literacy skills. When selecting strategies, it is important to consider outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1, 4
Upskills teachers and TAs through CPD so that they can deliver ordinarily available inclusive provision and adaptive teaching alongside high quality, structured interventions	<p>Targeted deployment has a greater impact on outcomes than 'general' support. We aim to keep interventions linked to SMART targets and to minimise the amount of lesson time pupils miss</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>As a Trust we deliver CPD and support for the Relational Approach as we know that this is evidence based and works for all children.</p> <p>There are clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority nationally for schools.</p> <p>Improving attendance requires different approaches in different contexts and our schools are very aware of the contexts and restraints they work within and can seek support from the attendance team.</p>	1,2, 4
Specialist intervention	<p>Specialist support for children at risk of exclusion or emotional based school avoidance. This includes support from the improvement team, risk of exclusion panel, MAST team support and support to apply for additional funding for children with complex and challenging needs.</p>	1, 2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	
Investment in quality Early Years provision to raise standards for our youngest children	<p>Trust wide CPD input. EY team with regular meetings, support visits and identifying expertise in the Trust. Includes a focus on disadvantage, high quality interactions and closing gaps in early reading, phonics and maths.</p> <p><a href="#">EEF Early Years toolkit</a>  <a href="#">Strong Foundations report</a></p>	4

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

School Budget: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to the above,</p> <p>The PE team offers opportunities for all children to be successful in sports.</p> <p>Schools all have a USP that ensures enrichment activities and celebration of all children, not just academic attainment.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p> <p>Ensure timely support around transitions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>We deliver: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>PSHE curriculum which use elements of Social &amp; emotional learning and targeted at pupils with particular social or emotional needs.</p> <p>Parent workshops to ensure parental engagement at key milestones – bespoke to suit families' needs – with 100% attendance targeted.</p> <p>Time and expertise to support multi-agency working through Early Help process, TAFs (Team around the Family)- increasing the life chances of children involved.</p> <p>Subsidising trips, educational visits, music lessons and wrap around care to develop our wider curriculum offer.</p> <p>Outdoor learning part of our core offer – including access to forest school.</p>	

	Targeted whole school CPD relevant to children in receipt of PPG e.g. trauma informed practise, Lego Therapy, precision teaching, ESBA training.	
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**Total budgeted cost: £471,565**