

# Pupil premium strategy statement –

## Haresfield C of E Primary School 2025-2026



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	93
Proportion (%) of pupil premium eligible pupils	4% (4 children)
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2025
Statement authorised by	R. Bacon Head Teacher
Pupil premium lead	R. Bacon Head Teacher
Governor lead	H. Williams Chair

### Funding

Detail	Amount
Pupil premium funding allocation this academic year	14,750
Pupil premium funding carried forward from previous year	0
Total budget for this academic year	14,750




# Pupil premium Strategy Plan

Our intention at Haresfield school is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject area. The focus of our pupil premium strategy is to support disadvantaged pupils that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outline in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupil' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

-  Ensure disadvantaged pupils are challenged in the work that they are set
-  Act early to intervene at the point need is identified
-  Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve.

## Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped times tables skills within KS2
2	Assessments, observations, and discussions with pupils indicate disadvantaged pupils have gaps in their phonetical knowledge and understanding. This negatively impacts other development with reading
3	Assessments, observations, and discussions with pupils indicate underdeveloped reading skills among many disadvantaged pupils. This is evident at the end of both key stage 1 and key stage 2.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1

5	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.
6	Our assessments and observation and discussions with pupils and families have identified social and emotional issues such as anxiety for some pupils and the lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

## Intended Outcomes

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

Intended Outcome	Success criteria
Improved recall of times tables vocabulary among disadvantaged pupils	Daily teaching and access to Times Tables Rock Stars. Precision teaching where gaps are identified. Increase in achievements in quick maths, reasoning and ongoing formative assessment
Improve phonics assessments and screening tests among disadvantaged pupils	KS1 phonic assessments outcomes in 2024/2025 show that 100% of disadvantaged pupils meet the expected standards.
Improved reading disadvantaged pupils' attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/2025 show that more than 90% of disadvantaged pupils meet the expected standard
Improved writing disadvantaged pupils' attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/2025 show that more than 90% of disadvantaged pupils meet the expected standard
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Improve attendance by all pupils', including disadvantaged children</p>	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• To research and implement the THRIVE philosophy to support disadvantaged pupils</li> <li>• Using SCARF resources to access a fully resourced mental health curriculum</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Early help being accessed by appropriately by family support worker and SENDCo</li> <li>• All children's attendance to be above 98% including disadvantaged children</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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,750

Activity	Evidence that supports this approach	Challenge number addressed
Ongoing training for Little Wandles phonics scheme Training for all staff on assessments and catch process Catch up sessions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Preparing for Literacy   EEF</a>	2, 3, 4, 5
Embedding dialogic activities linked to phonics, reading and times tables across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extending vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion. are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   EEF</a>	1, 2, 3
Purchase books for whole class guided reading sessions Whole class reading staff training	Whole Class (Guided) Reading has much to offer children and teachers alike. It enables teachers to work directly with the whole class at the same time, it cuts down on the volume of independent activities required when using a traditional guided reading approach and it enables all children in the class to experience texts pitched at their age-group. <a href="#">Differentiating Whole Class Guided Reading — Primary English Education Consultancy</a>	
Enhancement of our maths teaching and curriculum – ensuring that consistency runs throughout school Funding used for whole school training on White Rose Maths scheme Fund math lead for learning walks, book looks and work scrutiny	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	1, 4

<p>Effective feedback and marking using appropriate resources</p> <p>Subject leaders to look at marking in books in line with marking code</p> <p>Subject leader release time</p>	<p>There is evidence associated with how feedback can be given to children to improve children's learning</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> <p><a href="#">Embedding Formative Assessment   EEF</a></p>	3, 4, 5
<p>Improve the quality of social and emotional (SEMH) learning</p> <p>SEHM approaches will be embedded into routine educational practised and supported by professional development and training for all staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	6
<p>Disadvantaged children, including those that have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	

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

Budgeted cost: £ 8,750

Activity	Evidence that supports this approach	Challenge number addressed
<p>Purchase of a Programme (Phonics and reading) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a></p>	2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective</p>	2

delivered in collaboration with our local English hub.	when delivered as regular sessions over a period up to 12 weeks <a href="#">Phonics   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,250

Activity	Evidence that support this approach	Challenge number addressed
To embed the Thrive Approach (developmental and trauma-sensitive approach to meeting the emotional and social needs of children.)	Targeted intervention with social and emotional development of all children helps to manage distressed behaviour and reduce absence and exclusions. Evidence: Thrive portal, exclusions data, intervention records <a href="#">Research behind Thrive   The Thrive Approach</a>	5
Increase attendance through pastoral support	Increasing relationships with parents, students and staff can lead to increased attendance. Providing early intervention when attendance is slipping can halt the persistent attendance. <a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</a>	
Parent information events to support home (sleeping, healthy eating, anxiety management)		

Total budgeted cost: £14,750

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended Outcome	Impact
1 Improved times tables skills in KS2. Year 4 Multiplication Tables Check Assessment	2024 / 2025 o PP 1 child They made progress from their starting point but did not make the pass mark for the MTC
2 Improved Phonics Assessment and screening tests attainment among disadvantaged children.	2024 / 2025 Year 1 PP children 100% PP children passed phonics screening (1 child) 100% PP passed year 2 check phonics screening (1 child)
3. Improve Reading attainment for disadvantaged children at the end of KS1 and KS2	KS1 Results in 2024 -2025 100% Exp (1 pp child)  KS2 Results in 2024 – 2025 50% WTS (1 PP children) 50% Exp (1 pp child)
5. Improve Writing attainment and progress for disadvantaged children at the end of KS1 and KS2	KS1 Results in 2024 - 2025 100% Exp (1 pp child)  KS2 Results in 2024 – 25 50% WTS (1 PP children) 50% Exp (1 pp child)
6 Improve opportunities for children who have been identified with social and emotional	Access to trained SEMH staff who have release time to speak with children, conduct home visits and speak with parents. Coffee mornings held for children and parents to share information

<p>issues. including their attainment.</p>	<p>Parents reporting that SEMH resources and advice is now available more freely.</p> <p>Whole school wellbeing Wednesdays to be held.</p>
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