

Haselworth Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recover 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	2023/2024 = 131 pupils 2024/2025 = 131 pupils 2025/2026 = 123 pupils
Proportion (%) of pupil premium eligible pupils	2023/2024 = 48% 2024/2025 = 55% 2025/2026 = 60%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	January 2026
Date it was reviewed Date it will be next reviewed	December 2025 December 2026
Statement authorised by	Natasha Jones
Pupil premium lead	Kerry Howard
Governor Lead	Dr Chris Roast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23/24 = £79,945.00 24/25 = 104, 895.00 25/26 = £119,205.00
Recovery premium funding allocation this academic year	23/24 = £8410 24/25 = £0 25/26 = £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	23/24 = £0 24/25 = £0 25/26 = £0

Part A: Pupil premium strategy plan

Statement of intent

Vision:

At Haselworth Primary School, the children are at the heart of everything we do. We are a happy, caring and inclusive school where each child's individuality is recognised and valued. All children are encouraged to be independent thinkers, to develop self-belief and resilience. Through a high-quality education, which broadens the children's horizons, they will learn to flourish in a constantly changing world.

Intent:

We strive to develop a love of learning in all children. Our values and principles centre on the conviction that schools should have children at the heart and learning at the centre. We strongly believe in an inclusive education system where every child is entitled to high quality teaching and learning. We know that every child is unique so the key to each child's development is knowing their individual needs and meeting them.

Our curriculum fosters critical thinking skills to equip children with an ability to question and think for themselves. Our curriculum is values led, with Philosophy for Children (P4C) at its core. We are teaching the adults of the future to thrive and prosper in a constantly changing world.

Implementation:

Haselworth Primary school utilises the funding in a variety of ways in order to remove the barriers to learning that many disadvantaged children encounter. We use information from the Education Endowment Foundation Toolkit, linked to Teaching, Targeted Academic Support and Wider Strategies in response to the knowledge of the school community. These include but are not limited to:

- ✓ High Quality Inclusive Teaching focused on increased challenge and forensic use of qualitative and quantitative data to inform planning.
- ✓ Continued professional development through training, coaching and mentoring
- ✓ Dedicated leadership time for those responsible for driving standards in the school in order to monitor, evaluate and review teaching and learning.
- ✓ Timely and time bound 1:1, small group and whole class interventions
- ✓ Provision on an individualised basis for academic, social, emotional and mental health needs or behaviour needs that allow access to successfully access the curriculum.
- ✓ A therapeutic, trauma informed, relational approach.
- ✓ Working alongside a range of external agencies including the MHST, PBS and Educational Psychologists. The school also works closely with the Safeguarding partners.
- ✓ Providing a range of experiences and opportunities that children would not necessarily be able to access outside of school. This includes but is not limited to a range of clubs, visitors, residentials and day trips for example.

Impact:

High quality teaching will ensure that all children make good progress from their starting points. The attainment gap between disadvantaged and non-disadvantaged pupils will continue to narrow.

All children will have access to a broad and diverse curriculum throughout their journey and will be able to make informed life choices

All children's mental health and wellbeing is well supported, enabling them to access learning at an appropriate level as well as develop holistically.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment at end of KS1 in comparison to KS2 data for both vulnerable groups and across the whole school.
2	A significant number of the children on entry to the school are below age-related expectations in language acquisition which impacts on the children's ability to communicate verbally. If this challenge is not addressed, there will be sustained difficulties in reading, writing, maths and social communication.
3	A significant number of the children enter the school with limited critical thinking and reasoning (verbal and non-verbal) skills.
4	A significant number of children need to be supported with their social, emotional and mental health. It is evident that the number of children at school who need support with self-regulation and resilience continues to increase.
5	Haselworth serves a mixed community with a high level of vulnerability including higher than National levels of SEND, higher than National levels of free school eligibility, mobility as well as a range of environmental and social family factors including safeguarding needs.

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
High quality inclusive teaching for all pupils, especially focussed on increased challenge and forensic use of assessment for all groups.	• There will be evidence of good progress for disadvantaged pupils from their starting points. • Proportion of EXS and GD increases. • Where disadvantaged/ non-disadvantaged gap exists, this begins to close with non-disadvantaged nationally.

Ensure that Year R through to Year 2 receive high quality ELS phonics lessons to develop early reading skills and the programme is adhered to rigidly. Phonics workshops to support parents.	• Evidence of improved outcomes for Year 1 and Year 2 Phonics screening • Where disadvantaged/ non-disadvantaged gap exists, this begins to close with non-disadvantaged nationally. • Evidence of Phonics being applied in in books for reading and writing is sustained.
Embedding of language acquisition techniques across the school, with a particular focus in KS 1 to enable opportunities to build vocabulary/ spelling skills.	• Evidence of improved reading fluency and comprehension skills. • Proportion of EXS and GD increases. • Where disadvantaged/ non-disadvantaged gap exists, this begins to close with non-disadvantaged nationally.
To embed our therapeutic practice and relational approach to supporting our children to co-regulate and self-regulate	• Evidence that more children can use co and self-regulation using taught strategies, • Children will know they have a safe space and adults that listen and understand
Children to be able to think critically and reason well across all curriculum areas and socially.	• Evidence of improved reasoning and problem solving by pupils in books and orally. • Improved pupil outcomes • Progress in children's deeper thinking, explaining and reasoning through P4C and across the curriculum. • Ability to see the points of view of others and to question information e.g. through PSHE.
Children have increased resilience and self-esteem leading to greater application of effort in learning and a desire to succeed.	• Evidence of more independent learning in books and in lessons. • Evidence of pupils challenging themselves in their learning. • Evidence of increased resilience. • Improved outcomes for all groups of children across the school. • Nurture group supporting children with identified SEMH needs to be successful in school through individualised provision. • PATHS curriculum is consistently used and is having impact on emotional literacy and self-regulation in children.
Access to a range of opportunities and an aspiration to be intrinsically motivated to achieve.	• All children will have experienced new opportunities through the wider curriculum, visitors and educational visits. This will lead to an increase in motivation to learn and high aspirations.

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: £39,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from HIAS (Local Authority). High quality CPD for teaching and learning. And ECT support Curriculum development with subject and pedagogical professional development for Leaders. Individual and personalised programme of coaching for all teachers	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.	1, 2, 3, 4 and 5
Training in ELS Phonics programme and Kinetic Letters for all new staff and ECTs	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD	1, 2, 3, 4 and 5
Training in Philosophy for Children for all new staff and ECTs	There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils. Teachers and pupils	1, 2, 3, 4 and 5

	generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem. These and other broader outcomes are the focus of a separate evaluation by the University of Durham.	
Purchase of the Mighty Writer Resource for Yr R – 4 and for Interventions, with whole school and individualised training throughout the year.	The use of Mighty writer helps children to generate ideas, see how a sentence, paragraph and story develop and increase understanding of when where and why we use punctuation. It delivers what schools actually need: rapid, measurable impact as well as CPD so that staff feel genuinely confident using it. The multi-sensory approach works brilliantly for early years, KS1 and interventions - children grasp abstract literacy concepts through hands-on learning that sticks. MW equips teachers with everything needed to demonstrate each part of the writing process and enables children to interact and fully engage.	1, 2, 3 and 5
Further training and personalised support packages for teachers and LSA through EP Services and PBS	Our school Educational Psychologist will work alongside teachers to look at whole class approaches to ensure every child can access the learning, including looking at task design, resources and language to enhance the therapeutic approach Primary Behaviour Services work closely with the school Inclusion Leader, teachers and LSAs to look at whole class strategies for a more trauma informed approach to working with children in our school and will help decide targeted support packages designed for the staff to enhance provision. This tailored support for our school environment has proven to be really effective in equipping teacher with the tools and confidence to reach all children. Children feel listened to and safe in our school meaning they can focus more on their learning.	4 and 5
Develop whole school Mastery approach for Mathematics teaching and learning.	The use of CPA (concrete, pictorial and abstract) approach to be used to both embed and deepen learning. The DfE non-statutory guidance was produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. This was developed drawing upon evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1,2 and 3

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

Budgeted cost: £49,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA Support including KUCU, interventions, phonics	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. Research that examines the impact of teaching assistants deployed in everyday classroom environments suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present.	1, 2, 4 and 5
Sports Coach employed to teach and coach alongside the PE Leader for KS 1 and 2 weekly PE sessions to increase the quality of provision and access to clubs	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	3,4 and 5
Music tuition through Hampshire Music Service for KS1 and KS2.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting	3,4 and 5

	and working with others through organised extra-curricular activities, which could benefit them in later life.	
--	--	--

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

Budgeted cost: £32,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club available for all children and eligible children (FSM, Ever 6, CLA and Service) have additional breakfast and snacks bought in.	Research through Kellogs shows that children who have a breakfast achieve well at school. Breakfast club gives children healthy choices and encourages them to start the day on a good breakfast. This in turn minimised lost learning time. When children's basic are not met, such as hunger and thirst they are less able to focus on their learning.	1, 4 and 5.
PBS THRIVE Practitioner and Lego therapy trainer to increase availability of support to teachers of children identified as having SEMH difficulties such as anger, poor emotional regulation, low mood or anxiety.	According to the NHS, Talking therapy works as well for children as it does for adults. The National Institute for Health and Care Excellence (NICE) recommends talking therapy rather than medicines for children who are depressed. It can also help children with anxiety or ADHD or who are in physical pain much of the time. Through THRIVE assessments, children's baseline emotional development can be assessed and supported to build on the developmental gaps to aid their self esteem, emotional regulation and the teacher's understanding of how to support. Lego play has been documented to be a very effective tool to enable children to communicate and express themselves through play.	4 and 5
Emotional Literacy Support (ELSA) available to identified children and delivered by trained member of staff.	The benefits to pupils from working with ELSAs are consistent with research into the benefits of other emotional literacy programmes. Teachers and ELSAs report improvements in pupils' confidence, self-esteem, understanding and management of emotions, behaviour and social skills (Burton 2008, Bravery and Harris 2009).	4 and 5
Curriculum Enhancement including trips, visitors, residential, music tuition.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from	4 and 5

	their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	
Lunchtime and after school sports clubs/activities with Sports Coach, PE Lead and teachers.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	4 and 5
Training for all new staff in Behaviour, what it is communicating and how to support effectively. As well as ongoing bespoke training for individual teachers and LSAs around attachment and trauma and the impact it can have on children's ability to learn and succeed in school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Learning to read behaviour as communication helps us devote less energy to reacting to correct the behaviour. Then we can devote more of our time and energy to understand the behaviour so we can help children shape their behaviour in a positive ways that build children's self-efficacy, resilience and relationships.	1,2,4 and 5
Uniform vouchers		5

Total budgeted cost: £121,884 (Total received = £119,205)

The difference between the total received and the total spent will be supplemented by the revenue budget which includes the MSAG.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Support from HIAS (Local Authority). High quality CPD for teaching and learning. ECT ongoing training & support Curriculum development with subject and pedagogical professional development for Leaders.	High Quality of teaching & learning – shared understanding of good practice Prioritisation of teaching of key knowledge, skills and developing pupils' understanding has supported improved pupil attainment over time. ECT successfully completed their two years training programme. Teachers' have developed greater subject knowledge, which has enabled them to make accurate assessments to identify what knowledge, skills and understanding needs to be taught and to which groups.
Training staff in embedding Ordinarily Available Provision and therapeutic Language scripts	Time was given for staff to observe good practice to support the training. Children are growing their skills in thinking and reasoning and beginning to demonstrate greater independence at using the resources provided.
Purchasing new Sensory resource materials to support social, emotional and mental health needs and self-soothing/ self-regulation, whilst enhancing the regulation room (ZEN DEN)	We saw an increase in self-awareness of needs and some of the more vulnerable children being able to access resources that enable them to self-soothe. All children are developing strategies to enable them to self-regulate or co-regulate when extra support is required and most are able to make choices as to when they need a safe space.
DHT/SEND/Inclusion Leader (non-class based)	Continued understanding of the barriers that the children present with and how to support their individual and collective needs through a supportive network. All staff seek to understand then support accordingly both with their learning and with their social and emotional development. Staff are more readily able to identify when a child needs support beyond the classroom and know where they can seek further help and advice. Improved tracking and planning for vulnerable children has led to improved consistent levels of attainment and progress related to starting points in KS 2.

Additional LSA Support including KUCU, interventions, phonics	Significant gains seen within the Year 6 progress as proven by their SATs results. Children were offered additional interventions during breakfast club, lunch times and within guided groups, so as not to impact on the flow of their learning in class. All children were able to access the appropriate test conditions with 1:1, nurture, extra time, readers as required.
Music tuition through Hampshire Music Service for KS1 and KS2.	All children have had exposure to a variety of instruments they may otherwise never have had the opportunity to listen to or play. Many children are finding a new appreciation for music and the different genres.
Breakfast club available for all children and eligible children (FSM, Ever 6, CLA and Service) access to breakfast bars, fruit and snacks as needed.	All children are able to start their day with a breakfast enabling them to focus on their learning more effectively in class. Families that are not able to provide this at home can feel secure in the knowledge their needs can be met within school without impact on their day.
Well-being family support and school counsellor to be available to children identified as having SEMH difficulties such as depression or anxiety.	The provision of private counselling improves pupil attendance and participation levels. Access to emotional support led to greater self-esteem and trust in school adults. More vulnerable pupils are supported to ensure they feel they have a voice and gain confidence and improve outcomes. Individual children were better able to cope with the challenges they face both inside and outside of school and have been supported to understand past experiences. The well-being family support worker provided the support and reassurance for [parents in a timely manor to prevent small concerns form becoming unmanageable and to check in with more vulnerable families ensuring children were appropriately supported in school and improving the attendance of some of our persistent absentees.
Emotional Literacy Support (ELSA) available to identified children and delivered by trained member of staff.	Pupils are provided with timely and effective pastoral support through access to Emotional Literacy Support Assistant practitioners. Implementation of specific programmes supported improvements in children's social and emotional competencies.
Curriculum Enhancement including trips, visitors, residentials, music tuition.	All pupils are able to take part in trips, activities, residentials and music tuition without prejudice. Pupils in Years 4 and 6 enjoyed residentials and all children were able to take part in at least one trip in the year, enhancing their life experiences and gaining access to places or activities they may not otherwise get to experience.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Breakfast club provision and a variety of afterschool clubs. ELSA provision when needed.
What was the impact of that spending on service pupil premium eligible pupils?	Parents of service children were better able to access wrap-around care and children able to have a consistent morning routine despite possible changes at home. ELSA provision available and planned in to support service children when needed or if parents are deployed. This has had good impact as children have used this provision.