



## HAGBOURNE CE PRIMARY SCHOOL

### Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hagbourne CE Primary School
Number of pupils in school	201 (2024/25) 206 (2025/26)
Proportion (%) of pupil premium eligible pupils	13% (2024/25) 12% (2025/6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 / 2025 2025 / 2026 2026 / 2027
Date this statement was published	December 2024
Date reviewed	December 2025
Date on which it will be reviewed	July 2026 July 2027
Statement authorised by	Nicola Dobson
Pupil premium lead	Sarah-Jane Lewis
Governor / Trustee lead	Steve Nicholson

### Funding overview 2045/25 → 2025/26

Detail	Amount - 24/25	Amount 25/26
Pupil premium funding allocation for 2024-25	£38,480 (+£1700 CWCF)	£42082.43 (+£1700 CWCF)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,180	£43,782.43

## Part A: Pupil premium strategy plan

### Statement of intent

At Hagbourne CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve 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 (current or previous) and young carers. The activity we have outlined 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 (evidenced by the EEF toolkit), with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery (focused within the School Development Plan) for pupils whose education has been worst affected including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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're 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 expectations of what they can achieve

*To underpin all of these approaches, supporting pupil wellbeing and improving confidence is fundamental to sustaining any success.*

## 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 oral language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues around mental health and wellbeing, resilience and emotional regulation for many pupils. These challenges particularly

	affect disadvantaged pupils (particularly in the current cost of living crisis), including their attainment and those the school has identified as vulnerable.
3	Assessments, observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our attendance data indicates that attendance among disadvantaged pupils is consistently lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	School assessments, observations and behaviour monitoring indicate an increase in numbers of children with challenging high level behaviour difficulties, including disadvantaged pupils. This impacts low level behaviour across the school and can sometimes affect leadership capacity.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Early years measures show an increase in the attainment of vulnerable children</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils across the school. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Successful implementation of Wellcomm for whole class and identified individuals in EYFS.</p> <p>BPVS scores (where used) to increase.</p>
To achieve and sustain improved wellbeing, resilience and emotional regulation for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations shows improved mental health and wellbeing</li> <li>• Improved QCA scores (move to Strengths and Difficulties from 2025)</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant reduction in behaviour incidents/ bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved attainment across the school with particular focus on gaps in knowledge resulting from different starting points (access to cultural capital)	<p>Accelerated attainment from baseline compared to starting point, including phonics screening.</p> <p>In school attainment gaps to reduce and pupils to make good progress.</p> <p>KS2 writing (including spelling), reading and maths outcomes in 2024/25 show increasing % of pupils meeting the expected standard - in line with national average.</p>
Improved phonics and reading attainment	KS2 reading outcomes in 24/25 show that more than 75% of disadvantaged pupils meet the expected standard. Phonics results year on year show improvement.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.
Improved confidence amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation.	Baseline metrics for wellbeing and comparative end of year equivalent shows the improvement in wellbeing Data from student voice and teacher observations show a decrease in SEMH concerns, leading to increased confidence and self-esteem, evidenced by comparative assessments and a reduction in dysregulated behaviours. Improvement in participation of curriculum and extracurricular activities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being in line with (or above) National, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and above 95%.</li> <li>• a reduction in the number of pupils who are persistently absent and the figure among disadvantaged pupils to be inline with their peers.</li> </ul>
Improved behaviour (high and low level) across the school, particularly for disadvantaged pupils.	<p>Less behaviour incidents recorded on behaviour monitoring.</p> <p>Children supported to have needs met.</p>

## 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: £12,000 (2024/25) → £13,000 (2025/26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching	<p>Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF toolkit)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (when deployed effectively). Whole staff and SLT led review is taking place on this.</p>	1, 2, 3, 4, 5, 6
Release time for subject leads	Middle leaders are crucial to supporting teachers to develop subject-specific knowledge and pedagogy to support quality first teaching. Whole staff deep dives will ensure consistency across the school.	1, 2, 3, 4
Staff CPD and release time to enhance our teaching and curriculum planning.	Training and high quality CPD for staff is essential for success (EEF). Training includes support from the Primary Support Team (for English), Maths Hub training and use of NCETM resources, in school CPD, use of a validated phonics scheme, National Online Safety, NELI training, subject specific courses and staff training in staff meetings.	1, 2, 3, 4
Improve the quality of social and emotional learning so approaches are embedded into routine practices.	RSHE scheme of work supports and is based upon extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	2, 5, 6
Embedding the teacher feedback tool and dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate / check for understanding and extend vocabulary.	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<p>We will purchase resources and fund ongoing teacher training and release time e.g. WellComm, promoting and highlighting oracy in early years in particular. Early Years leader released for NPQEY and another member of the leadership team for NPQLBC</p>		
<p>Monitoring, coaching and continued training of Essential Letters and Sounds to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Monitoring, coaching and continued training to improve writing using a consultant and materials.  Staff release time</p>	<p>Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021  <a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a>   <a href="#">EEF Guide to Improving Literacy in KS1</a>  <a href="#">EEF Guide to Improving Literacy in KS2</a></p>	3
<p>Continue to embed the quality of social and emotional learning</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 5, 6
<p>All class teachers to complete Pupil Premium overview document to identify barriers, strengths and provision to support. Individual provision to be</p>	<p>Class teachers will have strong knowledge of their Pupil Premium cohort as individuals.  Barriers to learning identified and provision matched to individual need.</p>	All dependent on individual child.

implemented following this.  Class teachers to discuss pupil progress with PP lead after each data point.	Impact of provision is monitored and evaluated by PP leader.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,000 + £1700 PP+ (2024-25) → £13,300 + £1700 PP+ (2025/26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (small group tutoring and targeted interventions (a significant proportion of these children will be disadvantaged)	Small group tuition is effective if it is targeted at pupils' specific needs (EEF). It enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
1:1 targeted support (including PP+ funding)	One to one tuition and small group tuition are both effective interventions (EEF)	1, 2, 3, 4
Same day intervention (pre and post teaching) to be implemented daily to address misconceptions and offer catch up support.	EEF benefit of targeted support and small group supervision	1, 2, 3, 4
Buddy / paired reading to be trialled allowing Reception children to share a book with KS2 children.	EEF shows benefit of mentoring and peer tuition.	1, 2, 3, 4

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

Budgeted cost: £13,480 (2024/25) → £14,582 (2025/26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased provision of clubs and extra curricular activities	Enrichment opportunities, additional participation and collaborative learning approaches can have a positive impact (EEF). Ensure that PP children have access to cultural capital.	2
Home School Link Worker - 1:1, small group and parent sessions, parent workshops. To act as a point of contact for families in need of support and support parents in building resilience and independence in accessing support and participating in school and community life.	<p>This post has proved successful in raising engagement and attendance with targeted families.</p> <p><a href="#">Parental Engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 2, 5, 6
Forest School and Nurture Group Support  Train staff in ELSA and Drawing and Talking.	<p>Trained forest school leader has proven successful in improving behaviour and well-being.</p> <p>There is one trained Nurture TA (and plans to train two more) in the school who require release time to conduct this work and for supervision. Children who have attended Nurture sessions have hugely benefited from this in terms of well being and this has led to greater involvement in the classroom, in some cases, fewer behaviour incidents and greater parental involvement.</p> <p>These programmes offer support for social skills, emotions, bereavement, social stories, therapeutic stories, anger management, self-esteem, counselling skills and friendships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1, 2, 5, 6
Support towards trips, clubs and residential	For the majority of our pupil premium pupils, the only time away from home during the year is on a school residential. These are important occasions for children and allow them to develop in many ways and have access to cultural	1, 2, 5, 6

	capital. Places on the residential trips are heavily subsidised.	
After School and Breakfast Club places funded to support engagement, attendance and families in need.	To provide opportunities for social interaction (EEF shows social and emotional learning to moderately impact attainment). To help families get to school on time and improve attendance.	2, 5
Breakfast snacks provided for children who have not eaten in the mornings.	Eating breakfast has been shown to improve children's behaviour at school and provides children with the energy that they need for the day.	2, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £38,480 (2024/25) → £42,082 (2025/26)**

## Service pupil premium funding (optional)

Measure	Details
How will you spend your service pupil premium allocation?	<p>2024/25 - we currently have no children on Service Pupil Premium. Should any children join the school who are on Service Pupil Premium, small group tutoring may be used to address gaps.</p> <p>Where families are facing Deployment we will work closely with them to create a bespoke package of support. This could include access to nurture support and HSLW as required to support emotional wellbeing or activities such as memory/photo books to stay connected.</p>
Intended outcomes	<p>Small group tuition will be effective if it is targeted at pupils' specific needs. (EEF)</p> <p>Teachers will observe improvements in wellbeing amongst service children.</p>

## Part B: Review of outcomes in the previous academic years

### Pupil premium strategy outcomes

#### 2024/2025

See [separate document](#) with evaluation for the year.

### 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
Times Tables Rockstars	TT Rockstars
Lexia Core	Lexia Learning
White Rose Premium	White Rose Maths Hub
Literacy Shed Plus	Ed Shed
Essential Letters and Sounds	Oxford Owl
National Online Safety and The National College	The National Education Group Ltd
Twinkl	Twinkl
Coram Scarf	Coram Life Educations
Now Press Play (until Dec 2024)	Now Press Play
Sing Up	Sing Up
Kapow (art, French, computing, science, geography and DT)	Kapow
Mastering Number	NCETM
Reading Eggs (until Dec 2024)	3P Learning

