

Pupil premium strategy statement 2025/26- Haslingfield Endowed Primary School

This statement details our school's use of pupil premium funding to remove barriers to success and 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- as part of a three-year plan- and the impact/outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Haslingfield Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	19% (14 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governors
Pupil premium lead	Donna Peck
Governor / Trustee lead	Anne Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,425

Part A: Pupil premium strategy plan

Statement of intent

At Haslingfield Endowed Primary School, we are committed to ensuring that all pupils make good progress and achieve what is expected of them, including those who are already high attainers.

We set ambitious goals in all areas of the curriculum for our pupils, which begin in the Early Years Foundation Stage, and aim to identify and intervene early where barriers, obstacles or challenges may prevent children from achieving their full potential. Our expectation is that all pupils, irrespective of their background, the challenges they face, their starting points or their vulnerabilities, will leave Haslingfield as confident individuals and achieve age related expectations.

Our Pupil Premium Strategy is formulated on the Education Endowment Foundation recommendations, focusing on the three-tiered approach. Ensuring that an effective teacher is in front of every class and ensuring that every teacher is supported to keep improving is a central to our strategy. High expectations and high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will, at the same time, benefit the non-disadvantaged pupils in our school.

Our educational offer, including specific approaches that support disadvantaged learners based on quality-first teaching approaches primarily, aims to 'level the playing field' and ensure that the potential of each individual is met. Our disadvantaged children will, as a result, be able to choose a successful path throughout their school careers and navigate fulfilling adult lives.

Our commitment extends further than the academic. We know that most children at some point in their school career will need additional support to understand and develop coping strategies for various external influences. We have therefore allocated a Learning Coach to provide targeted interventions and programmes for specific children and specific needs. This could be social, emotional, mental health and well-being, coaching or support with confidence and self-esteem. This approach and the programmes on offer continue to show success in supporting our pupils and we believe they will continue to have a significant impact in the long term.

Additionally, we are committed to ensuring that every pupil, regardless of their background, will have opportunities to broad their cultural experiences and take part in activities that they may not be otherwise able to access. This may include experiencing the arts through visiting the theatre or learning a musical instrument, taking part in different sporting events alongside the curriculum, or learning different life skills at external settings. To ensure that we are successful in our aims, we intend to focus on core academic skills and achievement alongside wider

teaching, learning and pastoral strategies. Our knowledge-rich curriculum and our consistent approach to linked, key skills and knowledge support our pupils to know more and remember more.

Our strategy will be responsive to common challenges and individual needs that are rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our Pupil Premium Strategy will be used as a working document to enable us as a school to remain reactive in our support for our Pupil Premium children, identifying challenges early. All children should come to school excited about learning, eager to achieve and prepared to work hard. We are determined to ensure that our school culture reflects this and that this is provided in a supportive, caring and nurturing environment. We believe that this will develop pupils into engaged, active members of society having developed resilience and tenacity and ready for the next stage of their academic journey

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment progress and Outcomes</p> <p>At the end of 2025 academic year, of those children in receipt of PP, 53% of children were just below age related expectations (ARE) in reading and 6% significantly below. At the end of 2025 academic year, of those children in receipt of PP, 29% were working significantly below age related expectations (ARE) in writing and 29% just below.</p> <p>At the end of 2025 academic year, of those children in receipt of PP, 24% were working significantly below age related expectations (ARE) in maths and 29% just below.</p> <p>This data shows a significant negative contrast to children not in receipt of PP.</p>
2	<p>Pupil Premium and SEND</p> <p>Following a rise in the numbers of higher-needs children in school, we must ensure that Pupil Premium children with SEND are supported well to develop personally and academically. 42% of our children that are in receipt of PP have SEND needs.</p>
3	<p>Social, Emotional Well-Being and Mental Health</p> <p>Log of concern records and referral request from class teachers & families indicate an increasing trend in relation to children’s social, emotional wellbeing and mental-health. These challenges affect attendance, readiness to engage with learning and overall attainment and particularly affect disadvantaged pupils.</p>
4	<p>Cultural Capital / Wider Opportunities</p>

Assessments, observations and discussions with children and families indicate that constraints such as finance, time and capacity limit the children’s experiences and opportunities that are beyond the household.

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
<p>All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.</p>	<ul style="list-style-type: none"> • Teachers use regular assessment, adapted planning and high-quality teaching to ensure all children, including those who are disadvantaged, make appropriate progress and address gaps in learning. • Internal and statutory assessment data will demonstrate the narrowing of the PP attainment gap in school. • Teachers are aware of children’s prior attainment and adjust provision to that most disadvantaged children make at least expected progress. • A new writing scheme of learning, developed alongside the writing framework, will be embedded so that all pupils receive access to high quality writing teaching. • A new handwriting scheme ‘Kinetic letters’ to be embedded across the school. • Interventions will be embedded as part of everyday practise to support high quality maths and English provision. • All pupils entering in EYFS will be given high-quality early education to create strong foundational knowledge and skills, that will be continued to developed in KS1. • Data in reading, writing and maths will show the closing in the gap between the attainment of disadvantaged and non-disadvantaged children.
<p>All SEND needs are supported in school and disadvantaged children with SEND make good progress from their starting points.</p>	<ul style="list-style-type: none"> • The SENDCo will support teacher’s pedagogy and monitor outcomes. • A programme of high-quality interventions and support will be offered to disadvantaged pupils with SEND and this will be monitored through the use of provision mapping and APDR cycles. • Provision maps will adapt and change based on outcomes and needs arising. • Little Wandle SEND programme of study will continue to be embedded. • Little Wandle catch up phonics groups will take place for those that need it. • Pre teaching in maths and English will take place for those that need it with support from the class teachers.

	<ul style="list-style-type: none"> • Assessments will be used diagnostically to address gaps in learning. • Internal and statutory assessment data will demonstrate the narrowing of the disadvantaged pupils with SEND attainment gap in school. • Teachers are aware of children’s prior attainment and adjust provision to that most disadvantaged children make at least expected progress.
<p>To ensure that the social, emotional, mental health and well-being needs of pupils are supported effectively and pupil voice reflects a growth in confidence and overall wellbeing.</p>	<ul style="list-style-type: none"> • The role of the Learning Coaches that support with the children’s pastoral needs will continue to be embedded and developed across the school. • Relevant training will be provided to all staff to identify social and emotional concerns swiftly. • Pastoral Care sessions for identified children will be prioritised. • A reduction in behaviour and SEMH logs of concern. • Our approach to therapeutic behaviour will be enhanced with training for two tutors and the whole staff team. • Staff, pupil and parent voice will demonstrate the impact of pastoral strategies on the emotional well-being of our children. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To increase opportunities and wider experiences on offer, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Teachers ensure that the curriculum is enriched with experiences, visits and visitors. • Sporting opportunities are broadened (Sports Premium Plan). • All disadvantaged pupils have access to at least one extra-curricular club each term. • All disadvantaged pupils participate in the wider curriculum; school trips, extra-curricular clubs and residential trips • Curriculum planning and development focuses on cultural capital, for all pupils, especially for those who are disadvantaged. • Residential trips are made available to pupils in Year 5 and 6 and disadvantaged pupils will be supported to access these.

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: £6,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD in priority areas including opportunities for completion of NPQ projects including SENDCO award/ ECT training and Cambridgeshire Therapeutic thinking.</p> <p>Teacher release time for attendance at external briefings, courses, meetings with LA advisers to help maintain high quality teaching and embed key elements of guidance in school.</p>	<p>Great Teaching Toolkit Evidence Review - EEF The quality of teaching is identified as the single biggest factor in pupil attainment and progress. The toolkit highlights that depth of subject knowledge is key to successful teaching.</p>	<p>1,2</p>
<p>Subscription of high-quality teaching and assessment resources from KAPOW</p>	<p>The EEF indicates that formative assessment can have a positive impact for learners. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic Assessment Tool.pdf</p>	<p>1,2,4</p>
<p>Implementation and resourcing of interventions and training of Little Wandle, including SEND programme, (DfE validated SSP programme) 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, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF</p>	<p>1,2</p>

<p>Enhancement of our Maths and English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund extra time for subject leaders to support within these subjects and embed new systems.</p>	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention delivery and support from Learning coaches for all pupils, including those who are both are disadvantaged and have SEND, to overcome barriers to learning.</p>	<p>Recommendations from the EEF indicate that targeted deployment, where interventions are delivered to small groups or individuals, can help previously low attaining pupils and has a higher impact than deployment in everyday classroom environments.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p>	<p>1,2</p>
<p>Learning coach to be employed for an hour in the afternoons to listen to PP children read and support with them reading comprehension activities.</p>	<p>Recommendations from the EEF indicate that targeted deployment, where interventions are delivered to small groups or individuals, can help previously low attaining pupils and has a higher impact than deployment in everyday classroom environments.</p> <p>Reading comprehension strategies EEF</p>	<p>1,2</p>

	The National Literacy Trust recognises the importance of Reading National Literacy Trust	
Implementation and resourcing of interventions for Reading & Maths to secure stronger reading and arithmetic skills for disadvantaged pupils and those with SEND. This is to include Learning coaches providing pre-teaching for maths and English where necessary.	Recommendations from the EEF indicate that targeted deployment, where interventions are delivered to small groups or individuals, can help previously low attaining pupils and has a higher impact than deployment in everyday classroom environments. Teaching Assistant Interventions EEF Reading comprehension strategies EEF Phonics EEF	1,2

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

Budgeted cost: £ 7,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in Learning coaches to support pastoral care (including coaching sessions, scrapbooking, Lego therapy) to provide targeted 1:1 interventions for those children who require support with their social and emotional wellbeing and mental health.	According to the EEF, experiencing social and emotional challenges may impact on a child's engagement in learning, their attendance and their self-esteem. The development and implementation of metacognition and self-regulation strategies is likely to help children with not just their learning and social interactions, but may have a lasting positive impact in the future. Self-regulation strategies EEF There is extensive evidence indicating that improving the quality of social and emotional learning can positively impact on improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1,2,3
	Therapeutic Thinking is a theory driven, psychologically informed, whole-school	

<p>The head and SENDCO to become Cambridgeshire therapeutic thinking tutors and embed this across the school in the summer term.</p>	<p>approach focuses on how children and young people are supported, particularly in terms of their SEND, emotional wellbeing, behaviour and mental health.</p> <p>Therapeutic Thinking</p> <p>Improving Behaviour in Schools EEF</p>	
<p>To provide Sensory circuits before school and other points of the day where necessary.</p>	<p>Sensory Circuits is an evidence based sensory integration programme (<i>see article from Council for Exceptional Children here</i>) Research shows that children with sensory processing and attention deficits, benefit from physical activity that helps energise and settle into the school day.</p>	<p>1,2,3</p>
<p>Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling to ensure pupil wellbeing and exposure to cultural capital experiences. This will comprise support towards school uniform, funding of educational visits, clubs, music tuition and any contribution towards the cost of residential visits.</p>	<p>Direct support provided by the school is to ensure equality of opportunity to children from disadvantaged children and is actively supported by governors. Support for educational visits, extra-curricular clubs and music tuition have benefits for children in terms of increasing cultural capital and have wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>Physical activity EEF</p> <p>Arts participation EEF</p>	<p>1,2,3,4</p>
<p>Maintain a wide range of extra-curricular clubs in school and promote the inclusion of disadvantaged children.</p>	<p>Our children will be able to try a range of new activities that will bring personal benefit and enjoyment.</p> <p>Extending school time EEF</p> <p>Physical activity EEF</p>	<p>1,2,3,4</p>

Total budgeted cost: £23,425

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.

We have continued to follow the Little Wandle phonics scheme successfully across school. Additionally, we continued to run reading interventions such as Rapid Catch-Up and developed our fluency scheme to follow on from Little Wandle phonics and prepare KS1 learners for whole class reading in KS2. Due to the success of this, many children who were on Rapid Catch Up, including some disadvantaged pupils, made rapid progress in reading and were able to move off the programme. As well as this, the support from our reading Learning coach has meant that 50% of our disadvantaged pupils achieving age expected at the end of the year with 33% just below. Continued investment has been made into the Little Wandle SEND programme and staff have received training in how to deliver this programme to help support pupils with SEND, including those who are disadvantage, with reading.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. At the end of Key Stage One, 50% of disadvantaged children met age related expectations in Reading, Writing and Maths. Our end of KS2 data showed that disadvantaged pupils were still out performed in Reading, Writing and Maths by their peers. In Reading, 50% of disadvantaged pupils met the expected standard, 33% in Writing and 33% in Maths. From these results, careful consideration has been taken around the use of Learning coach time and opportunities for them to run pre-teach groups with some of our disadvantaged pupils to help support them further.

A wide range of enrichment activities were enjoyed and benefited from last year. These included a whole school KAPLA workshop, a BMX workshop, science day, maths day, The Big Draw and a jam-packed book week. Our youngest children visited Colchester Zoo, Burwell House for KS2 and a residential trip to Caythorpe for our year 5/6. For the next year, systems have been refined to ensure that the children have a trip/immersive experience linked to their topic at least once a term.

The year saw a significant increase in extra-curricular club and events offer in which disadvantaged pupils were well-represented. This year, there have been additional clubs added that are not only sport related including a drama, magic and Lego club.

Externally provided programmes

Programme	Provider
N/A	N/A