

Pupil premium strategy statement – Hawkesbury CEVC Primary School

This statement details our school's use of pupil premium (and recovery 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	97
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mike Riches, Headteacher
Pupil premium lead	Ed Riddington, Headteacher
Governor lead	Julie Gardener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,660
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,660

Part A: Pupil premium strategy plan

Statement of intent

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.

High-quality teaching is at the heart of our approach, 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 approach will be responsive to common challenges and individual needs, which are carefully considered and approaches adapted to meet need on an ongoing basis. 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

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 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers.

3	<p>Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is on average below that of non-disadvantaged pupils. This is particularly true with writing</p> <p>On entry to Reception class in the last 7 years, a higher proportion of our disadvantaged pupils arrived below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Observations and discussions with pupils and families indicate that disadvantaged pupils have access to fewer experiences and opportunities when compared to non-disadvantaged pupils.</p>
5	<p>Our attendance data over the past 3 years indicates that attendance among disadvantaged pupils has been at least 3% lower than for non-disadvantaged pupils.</p> <p>Over the last 3 years, at least 25% of disadvantaged pupils have been 'persistently which is at least 20% more their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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.	Assessments (where appropriate, including: Speech and Language screener; articulation screener; EYFS profile; EYFS baseline) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved early reading attainment among disadvantaged pupils.	<p>All disadvantaged pupils achieve the expected standard in the Y1 phonics screening check.</p> <p>Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading in all year groups.</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading, writing and maths in all year groups.
To use wider and enriching cultural capital experiences to improve language, vocabulary	Improved combined attainment in oracy and reading, writing and maths.

and overall attainment in reading, writing and maths.	Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading, writing and maths in all year groups. Pupil conferencing shows disadvantaged pupils know more and remember more through wider experiences and increased participation in enrichment activities.
To achieve and sustain improved attendance for disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%, • The percentage of all pupils who are persistently absent (below 90%) being below 5% and the figure among disadvantaged pupils reducing over time so that it is line with all pupils.

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: £5,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to a DfE validated Systematic Synthetic Phonics programme and resources to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 3

£250		
Phonics Lead coaching for those supporting early reading to ensure all staff have the necessary pedagogical skills and content knowledge	<p>Close monitoring of phonics ensure a consistent approach, ensuring lessons engage pupils. Learning is checked to identify any difficulties to focus teaching and interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Own school phonics achievement information indicates effective approach is in place.</p>	2
£500		
ECT mentoring for newly qualified teacher.	<p>Provide high quality teaching through effective mentoring and support so that all children make expected or better than expected progress from their starting points.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p>	
£1,800		
<p>Training, including effective feedback to pupils.</p> <p>Developing and delivering a high quality writing curriculum</p>	<p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Timely verbal feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</p> <p>Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1-3
£3000		
S&L training to ensure those supporting	<p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Professional development considers the needs of the school.</p>	1

children with speech and language needs have relevant knowledge and techniques £200	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS screening and implementation of focused 1:1 S&L interventions 3 x 10 minutes TA time per week. £700	Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Specialist support from ELSA trained TA to support and develop emotional literacy strategies. To develop emotionally resilient children who respond well to	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional literacy can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1 – 3

challenging social situations x4 hours TA time per week. £1400		
Responsive interventions carried out by trained TAs to rapidly close any gaps in academic achievement x6 hours £2150	Assessments are used to identify appropriate pupils, to guide areas for focus and monitor impact of the responsive intervention. Explicit connections are made between learning from everyday classroom and teaching structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2 & 3
Targeted phonics interventions for the lowest 20% delivered by trained TAs 3 times per week x3 hours. £1200	Use of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Regular review of children's progress whilst they are part of the intervention to track progress and ensure the support enhances their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
Targeted regular reading practise with a trained reading assistant to support fluency and accuracy in early reading x5 hours per week. £1500	Use of a range of approaches as part of regular practise to support implementation of systematic phonics programme which develops decoding and comprehension skills. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy KS1 Guidance Report 2020.pdf	1 – 3

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

Budgeted cost: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to have access to music	The average impact of arts participation on other areas of academic learning is positive but moderate, about an	1 & 4

<p>opportunities through whole class Music Explorers instrument lessons and all pupil premium children to have access to individual or small group instrument or voice tuition.</p> <p>(PTA funded)</p>	<p>additional three months. Improved outcomes have been identified in English, mathematics and science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Enable all children to access a range of educational visits and visitors to enhance the curriculum and to develop important skills such as confidence, independence and problem solving.</p> <p>£1000</p>	<p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 & 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p> <p>£200</p>	<p>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.</p>	All

Total budgeted cost: £13,900

Outcomes for disadvantaged pupils

Our internal assessments during 2025/26 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils as a cohort.

Persistent absence among disadvantaged pupils was 25% higher than for their peers. However, this gap is significantly smaller than it has been in previous years.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the impact of family-related issues and cost of living related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide small group and individual wellbeing and academic support for all pupils, and targeted interventions where required. We also trained a sand tray therapist to provide additional support and emotional needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- researching and embedding more effective practice around feedback and meta-cognition. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.