HASELBURY PLUCKNETT CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our pupils eligible for Pupil Premium.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025/26) and the outcomes for pupils eligible for Pupil Premium last academic year (2024/5).

School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	**2025/26 – 2027/28** (This is a review of 2024/25 and updated strategy for 2025/26)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Richard Hanks – Quantock Education Trust
Pupil premium lead	Lois Bowery (Headteacher)
Governor lead	Jill Tutcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£19,695

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 pupils eligible for Pupil Premium 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 now or in the past and those children with SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for Pupil Premium or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupils eligible for Pupil Premium require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the rest of the pupils in our school. Implicit in the intended outcomes detailed below, is the intention that pupils who are not eligible for Pupil Premium will sustain and improve attainment alongside progress for their peers who are eligible for Pupil Premium.

Our approach will be responsive to common challenges and individual needs, rooted in 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 pupils eligible for Pupil Premium 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 the outcomes of pupils eligible for Pupil Premium and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Pupil Premium.

Challenge number	Detail of challenge
1	**Oral language and vocabulary skills** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	pupils eligible for Pupil Premium. These are evident from Reception through to KS2 and in general, are more prevalent among our pupils eligible for Pupil Premium than their peers.
2	**Reading** Assessments, observations, and discussions with pupils suggest pupils eligible for Pupil Premium generally have greater difficulties with phonics than their peers on entry to school. This negatively impacts their development as readers as they need to make more progress than their peers to meet age-related expectations at the end of Reception or for the Year 1 phonics screening check. There are some pupils eligible for Pupil Premium that have joined our school as in-year admissions that are not yet attaining the expected standard in reading. There are some pupils eligible for Pupil Premium in Year 6 that have been negatively affected by previous low engagement during lockdowns and ongoing low attendance, as well as SEN that are barriers to them not yet meeting age-related expectations for reading.
3	**Writing** Assessments, observations, and discussions with pupils suggest children eligible for Pupil Premium are less likely to meet age-related expectations for their writing outcomes. This is linked to a number of key areas of writing including spelling, punctuation and grammar as well as coherence.
4	**Attendance** Our attendance data shows that pupils eligible for Pupil Premium are more likely to be persistently absent or have lower attendance in comparison to their peers.
5	**Social, Emotional and Mental Health Needs** Assessments, observations, and discussions with pupils eligible for Pupil Premium suggest that they experience higher levels of social, emotional and mental health needs than their peers. A significant proportion of our pupils eligible for Pupil Premium have neurodiverse traits, either diagnosed or undiagnosed.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027/28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1	By 2027/28, tracked assessments and observations indicate significantly improved oral

There will be improved oral language and vocabulary skills among pupils eligible for Pupil Premium.	language and vocabulary skills among pupils eligible for Pupil Premium with low starting points from entry into school as they complete Key Stage 1 and move into Key Stage 2.
Challenge 2 There will be improved reading attainment and progress among pupils eligible for Pupil Premium.	By the end of 2025/26, Y6 pupils eligible for Pupil Premium with SEN will have met or exceeded their APDR targets linked to reading following high quality teaching and ongoing intervention. All Y2 pupils eligible for Pupil Premium will have met ARE for reading. All Y1 pupils eligible for Pupil Premium will have passed the phonics screening check. At least 2 out of 3 Reception children eligible for Pupil Premium will have met the ELG for reading and all would have made accelerated progress from their starting points. By 2027/28, all pupils eligible for Pupil Premium that are currently on roll in 2025/26 and join in Reception after this will be achieving age-related expectations in reading at each assessment point: Reading ELGs; Y1 phonics screening check; end of KS1 and KS2. Where children are identified with SEN, they will meet or exceed their APDR targets. Children eligible for Pupil Premium who join as in-year admissions working below ARE will make accelerated progress in reading following early assessment and identification of needs.
Challenge 3 There will be improved writing attainment and progress among pupils eligible for Pupil Premium.	By the end of 2025/26, Y6 pupils eligible for Pupil Premium with SEN will have met or exceeded their APDR targets linked to writing following ongoing high quality teaching and intervention. By 2027/28, all pupils eligible for Pupil Premium that are currently on roll in 2025/26 and join in Reception after this will be achieving age-related expectations in writing at each assessment point: Writing ELGs; end of KS1 and KS2. Where children are identified with SEN, they will meet or exceed their APDR targets. Children eligible for Pupil Premium who join as in-year admissions working below ARE will make accelerated progress in writing following early assessment and identification of needs.
Challenge 4 To achieve and sustain improved attendance for all	By the end of 2025/26, continue to improve trajectory of attendance of pupils eligible for Pupil Premium (23/24 – 91.5%; 24/25 – 93.1%) so that attendance is higher than national average of all pupils and continue to reduce persistent absence of pupils eligible for Pupil Premium (22/23 – 43%;

pupils, particularly our pupils eligible for Pupil Premium.	23/24 – 23%; 24/25 – 20%) so that it is better than the national average for all pupils. By 2027/28, attendance and persistent absence of pupils eligible for Pupil Premium is consistently better than the national average attendance for all pupils over a three-year period.
Challenge 5 To achieve and sustain improved social, emotional and mental health support for all pupils in our school, particularly our pupils eligible for Pupil Premium.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • significant participation in enrichment activities such as sporting events, clubs and school trips, particularly among pupils eligible for Pupil Premium • Incidents of bullying continue to be very low.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Oral language (To include oracy development CPD focus across the school; implementation of Tales Toolkit in Reception and Year 1)	EEF Teaching toolkit – Oral Language interventions Oral language interventions | EEF EEF Promising Project: Tales Toolkit - Tales Toolkit - pilot | EEF	1, 3
CPD – RWI phonics (Yearly subscription to include whole-school training, reading leader	EEF Teaching toolkit – Phonics Phonics | EEF	2, 3

training and development day; ongoing coaching and development of reading teachers; TA time for 1-1 phonics interventions)		
R+R - Cover time for teachers to access NPQs and other evidence based CPD programmes	https://tdtrust.org/2023/06/09/improving-recruitment-retention-6-evidence-based-actions-for-leaders-from-a-new-eef-research-review/	ALL
R+R - Increased SENCO time to support with development of PP/SEND pupils	https://tdtrust.org/2023/06/09/improving-recruitment-retention-6-evidence-based-actions-for-leaders-from-a-new-eef-research-review/ School Workload Reduction toolkit	ALL
Developing a high-quality knowledge-based curriculum. Cover for subject leaders to develop this further.	https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	1, 2, 3

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	EEF teaching toolkit – Small group tuition Small group tuition | EEF	1, 2, 3, 5
One to one tuition	EEF teaching toolkit – One to one tuition One to one tuition | EEF	1, 2, 3, 5

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

Budgeted cost: £ 4695

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA – targeted 1-1 or group interventions to support social and emotional aspects of learning.	EEF teaching toolkit – Social and Emotional learning Social and emotional learning | EEF	4, 5
PFSA – support for families that have identified additional needs	EEF teaching toolkit – Parental engagement Parental engagement | EEF	4, 5
Whole Staff Vulnerable Pupils meetings - These meetings ensure that all staff are aware of specific needs and how to support these consistently.	Numerous studies show that a whole-school approach is vital for improving children's wellbeing. LITERATURE-REVIEW-WSA-IB-Report-April-2025-v1.3.pdf	4, 5
CPD for all staff – EBSA; approaches to support neurodiversity; Mental Health and Wellbeing	Numerous studies show that a whole-school approach is vital for improving children's wellbeing. LITERATURE-REVIEW-WSA-IB-Report-April-2025-v1.3.pdf	4, 5
Support with enrichment activities such as school trips, wraparound care	Experiencing more and having varied enrichment opportunities will give pupils eligible for Pupil Premium better life chances. It will also lead to better learning outcomes in terms of the quality of work produced. Enrichment has an effect size of 0.48. (John Hattie – Visible Learning)	4, 5
Attendance support – including meetings with administration team, parents and referrals to Education Engagement Service where necessary.	Department for Education (publishing.service.gov.uk) – The Link between Absence and Attainment Working together to improve school attendance (applies from 19 August 2024)	4, 5

Total budgeted cost: £19,695

Part B: Review of the previous academic year (2024/25)

Outcomes for pupils eligible for Pupil Premium as identified in previous strategy

- 0% (2/2) of pupils eligible for Pupil Premium achieved GLD at the end of EYFS.
- 50% (1/2) pupils eligible for Pupil Premium achieved the ELG for word reading; 50% (1/2) pupils eligible for Pupil Premium achieved the ELG for writing. 100% (2/2) achieved the ELG for comprehension; 100% (2/2) achieved the ELGs for number and numerical patterns.
- 100% (2/2) of pupils eligible for Pupil Premium achieved strong outcomes in PSC (avg. score 37/40)
- 100% (1/1) of pupils eligible for Pupil Premium achieved ARE or above at the end of Key Stage 1.
- 50% (2/4) of pupils eligible for Pupil Premium in Year 6 achieved RWM combined expected standard at the end of Key Stage 2. This is just above the national average for children eligible for Pupil Premium of 47%.

	Reading	Writing	Maths
Children eligible for Pupil Premium at our school	75%	50%	50%

- Attainment for children eligible for Pupil Premium was broadly in line with or above attainment for children not eligible for Pupil Premium in school.
- A major area for development was linked to providing high-quality teaching and learning. This was achieved and reflected in the accelerated progress made across the board, including for pupils eligible for Pupil Premium.
- Whole school attendance was broadly in line with national (93.9% school; 93.1% national). Attendance for children eligible for Pupil Premium was 93.1% which is one percentage point lower than their peers (94.2%).

Intended outcome	Success criteria	Review of 2022/23	Review of 2023/24	Review of 2024/25
Improved oral language skills and vocabulary among pupils eligible for Pupil Premium.	Assessments and observations indicate significantly improved oral language among pupils eligible for	This needs further action in 23/24. Engagement with speech and language therapist to	Learning walks show that teachers are using strategies to support with boosting oral language skills	Further embedding of this approach has been invaluable this year where we have had an

	Pupil Premium. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	observe key pupils and provide professional development for key adults working with these children in 23/24 to boost oral language skills.	for particular pupils as identified by speech and language therapist. This has been reflected in the progress made across the year in reading, writing and maths where the majority of pupils eligible for Pupil Premium have made expected or accelerated progress. Specific pupils still have a disadvantage in this area – this is also linked to the pupils eligible for Pupil Premium who have been persistently absent this academic year. Further embedding of strategies to support these pupils including high-quality teaching focus on oracy as well as specific speech and	influx of pupils with EAL. As per last year, the majority of children eligible for Pupil Premium have made good or accelerated progress in reading, writing and maths. Specific pupils identified last year have moved on in the graduated response to SEND. They have met or partially met their APDR targets across the year.

			language intervention programmes as recommended by speech and language therapist.	
Improved reading attainment among pupils eligible for Pupil Premium.	KS2 reading outcomes in 2024/25 show that more than 67% of pupils eligible for Pupil Premium met the expected standard or demonstrate accelerated progress.	This needs further action in 23/24. Focus on high quality teaching of reading by teachers who are reading experts. Updated phonics training for new staff. Targeted intervention support (group and 1-1) for reading for children identified as making slow progress in reading.	Updated phonics training has taken place. All pupils eligible for Pupil Premium have met the ELGs for reading and passed the Y1 PSC with strong outcomes (avg. 39/40). Targeted intervention has taken place and children have made good or better than expected progress as a result. These strategies need to continue in order to support bringing pupils eligible for Pupil Premium closer to attaining the expected standard by the end of Year 6.	1 out of 2 children eligible for Pupil Premium have achieved both reading ELGs. All pupils eligible for Pupil Premium have met the ELGs for reading and passed the Y1 PSC with strong outcomes (avg. 37/40). 75% of pupils eligible for Pupil Premium in Y6 achieved ARE in reading, with a further 25% having made accelerated progress from low starting points as in-year admission during KS2.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupils eligible for Pupil Premium.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • significant participation in enrichment activities, particularly among pupils eligible for Pupil Premium • Incidents of bullying continue to be very low.	All pupils took part in enrichments activities including school trips. Key Stage 2 pupils all took part in outside sporting events. Pupils (including pupils eligible for Pupil Premium) took part in an art enrichment visit. Pupil surveys from 22/23 showed the vast majority of pupils enjoyed and felt safe at school. They reported that bullying is rare and that when it happens, they can speak to an adult to sort it out.	All pupils took part in enrichments activities including school trips. Key Stage 2 pupils all took part in outside sporting events. Pupils eligible for Pupil Premium were very well represented in our extra-curricular clubs. Pupil surveys in 23/24 continue to show that the majority of pupils enjoy and feel safe at school as well as that bullying is rare and when it happens, adults sort it out. Pupils eligible for Pupil Premium have had access to ELSA, PFSA and Mental Health Team or charity wellbeing and counselling support throughout the year to support with individual needs.	All pupils eligible for Pupil Premium took part in enrichments activities including school trips. Key Stage 2 pupils eligible for Pupil Premium all took part in outside sporting events. Pupils eligible for Pupil Premium were very well represented in our extra-curricular clubs. Pupil surveys in 24/25 continue to show that the majority of pupils enjoy and feel safe at school as well as that bullying is rare and if it happens, adults sort it out. Pupils eligible for Pupil Premium have had access to ELSA, PFSA and Mental Health Team or charity wellbeing and counselling support throughout the year to support

				with individual needs.
To achieve and sustain improved attendance for all pupils, particularly our pupils eligible for Pupil Premium.	Sustained high attendance from 2023/24 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between pupils eligible for Pupil Premium and their peers being reduced to less than 3%.	22/23 attendance: Overall attendance 95.46% Pupil Premium attendance: 93.71% The attendance gap has been reduced to 1.75%. However, the persistent absence rate for children eligible for Pupil Premium is still 42.86% in comparison to 11.67% overall. (This is an improvement on 62.5% in 21/22)	23/24 attendance: Overall attendance 94.7% Pupil Premium attendance: 91.5% The attendance gap stands at 4.1%, slightly higher than the previous year and more than our target gap. This needs further work in 2024/25. Persistent absence rate for children eligible for Pupil Premium is 23% in comparison to 11.9% overall. (This is an improvement on 43.86%PP PA in 22/23)	24/25 attendance: Overall attendance 93.9% Pupil Premium attendance: 93.1% Non-PP attendance: 94.2% The attendance gap has been lessened this year and attendance of children eligible for Pupil Premium has improved by 1.6%. Persistent absence rate for children eligible for Pupil Premium is 20% in comparison to 16% overall, and 14% for children who are not eligible for Pupil Premium. This is below national percentage (18.7%) (This is an improvement

				on 23%PP PA in 23/24)
To improve working memory strategies to support pupil learning, particularly with our pupils eligible for Pupil Premium.	Good academic progress particularly in Reading, Writing and Maths. Pupils eligible for Pupil Premium made 90% good or better progress with 25% having made accelerated progress.	This needs further action in 23/24. Focus on development of high quality teaching using Rosenshine's principles and Dylan Wiliam's Embedded Formative Assessment. Other wider strategies to be developed to support with progress including structured feedback through formative assessment.	High-quality teaching is now embedded. First year in 3-year development plan linked to Embedding Formative Assessment has been followed. Good or accelerated progress as well as stronger attainment across all core subjects is vastly improved on previous year. This has further work to continue in the coming academic year.	75-85% of pupils eligible for Pupil Premium have made good progress and 15-31% have made accelerated progress. Those pupils with significant SEND have been tracked closely and have met or partially met their APDR targets during 24/25

Externally provided programmes

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

Programme	Provider
Read Write Inc. Phonics online training subscription and development day	Ruth Miskin