

Pupil premium strategy statement – Hesleden Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	YR-Y6 67
Proportion (%) of pupil premium eligible pupils	19 children 28%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly Reviewed September 2026
Statement authorised by	Lynsey Johnson Acting Headteacher
Pupil premium lead	Lynsey Johnson
Governor	Claire Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 28,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to reach their potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims below:

We aim to:

- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Ensure all pupils have strong emotional resilience and take pride in all achievements.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related expectations; Low attainment on entry to the Early Years Foundation Stage in Speech, Language and Communication.
2	Assessment and observations show literacy and maths skills are poor on entry and children's resilience (including stamina) requires improvement.
3	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
4	Emotional resilience and self-confidence of pupils eligible for pupil premium is low compared to their peers. Children can find it difficult to recognise and understand feelings.
5	Children have limited opportunities to access real life experiences beyond their home life and immediate community.

6	Some children are persistently late for school, missing out on vital settling in routines or daily introductions. Infrastructure links within the local area are poor, and especially difficult for families without transport.
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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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	<p>A higher proportion of Pupil Premium children meet GLD.</p> <p>Language rich environment High-frequency words are carefully selected for explicit teaching. The number of words children know are developing. Children have opportunities to hear and use new vocabulary. There are daily opportunities for classroom discussion – in pairs, in groups, whole class – needs to be modelled. A range of spoken language activities are built into lesson structure. The lowest attaining readers can articulate their thoughts. From an early age, children answer in sentences, using stem sentences to support them. Spoken language intervention is showing impact on children's oracy.</p>
To improve the consistency in % of children achieving the expected standard in all subjects; particularly at key transition points (EY / Y2 and KS2), analysed through statutory and non-statutory assessments	<p>Achieve national average in all areas. High quality resources are available to all children. All staff effectively teach a robust and consistent phonics programme matched to children's phonic stage. CPD is frequent and up skills staff's knowledge and skills. Targeted support is directed towards those pupils who require further input.</p>

Improve emotional resilience and self-confidence for all pupils through use of TA support and intervention (if required)	<p>Zones of Regulation is embedded across school.</p> <p>Children can self-regulate using strategies from Zones of Regulation.</p> <p>Children have increased self-awareness and social and emotional skills.</p> <p>School has a common language for communication, problem solving and emotional understanding.</p> <p>A healthier, more inclusive school climate.</p>
Provide a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for Pupil Premium.	<p>Children develop a fascination with the world.</p> <p>Engagement with the wider community improves.</p> <p>Children's personal and academic skills, social and cultural capital and resilience improve.</p> <p>Children behave as a responsible citizen within the community</p>
Provide learning opportunities to promote thinking like a responsible citizen.	
Achieve and sustain improved punctuality	<p>Good attendance is sustained. Whole school punctuality improves. Wrap around service (breakfast club) opportunities support families. Provide 'soft start' opportunities to promote punctuality.</p>

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers</p> <p>All staff will have Read Write inc refresher training in order to strengthen our phonics and reading strategies- ongoing for new staff.</p> <p>Reading Buddies (Y1-Y6) school are to continue to be used to promote reading at home, as well as Read</p>	<p>On average children who are involved in Reading Comprehension Strategies make approximately 6 months additional progress. Research has shown that the teaching of reading comprehension strategies appears effective across primary and secondary schools. Lower attaining pupils appear to benefit from the explicit teaching of strategies to comprehend text. There are some indications that approaches involving</p>	<p>1</p> <p>2</p> <p>3</p>

Write inc home reading books	digital technology can be successful in improving reading comprehension. EEF toolkit- Reading Comprehension strategies- additional 6 months progress	
All staff to continue to access Read Write Inc. training to ensure consistency across the school.	EEF suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1 2 3
Teacher and TA meetings to ensure TAs are fully prepared for their role in the classroom.	TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention) EEF toolkit- Teaching Assistant Interventions- additional 4 months progress	1 2 3
Zones of Regulation training	EEF suggests self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment. Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills. EEF toolkit- Social and Emotional Learning- additional 4 months progress	3
Employment of an Attendance Officer to promote good attendance and punctuality	Evidence shows the links between attendance and achievement are strong (Sharon Hartland). Attendance and Punctuality tracked and robust systems managed effectively.	5

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast track Read Write Inc. interventions	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	1

	particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. EEF Teaching and Learning Toolkit – Phonics.	
Intervention to close gap. 1:1 phonics intervention Keep up not catch up 1:1 reading intervention (daily)	Effective strategies include: Encouraging pupils to read aloud and then have conversations about book content with teachers and peers EEF toolkit- One to One Tuition- additional 5 months progress	1
Ensure all teaching staff follow a collegial approach when teaching lessons, incorporating for example, prior learning, success criteria and future learning. To ensure the curriculum design is adopted fully by all year groups.	Using a pedagogical approach to Teaching and Learning is an effective and consistent way to raise standards EEF Teaching and Learning – High quality teaching.	2
Times Table Intervention	Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, 2005).	2

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

Budgeted cost: £ 5,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture, develop and stretch pupils' talents and interests. Enrichment activities and field work	EEF think enriching education has intrinsic benefits. It's believed that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. EEF toolkit- Social and Emotional Learning- additional 4 months progress	4
Use simple approaches as part of our regular routine.	Breakfast clubs, use of specific behaviour-related praise and working	4

	<p>with parents can all support good behaviour.</p> <p>EEF suggests School leaders should ensure the school behaviour policy is clear and consistently applied</p>	
Following a whole school themed approach for Personal Development	<p>EEF promotes explicit teaching of social awareness, relationship skills, responsible decision making.</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	4
<p>Enrichment Provision</p> <ul style="list-style-type: none"> • Workshops • Residential Visits • Educational Visits • Sporting events <p>Further promote enrichment opportunities across the wider curriculum.</p> <p>In order to extend the learning experiences available to Pupil Premium children those FSM children who want to continue to play brass instruments in Y5/6 (all do in Y4) have their fees are paid for, with OAA/Educational visits being subsidised so all can be included.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. Evidence suggests that involvement in extra-curricular sporting activities may increase pupil attendance and the retention of knowledge (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	4
Social and Emotional/Pastoral Support	<p>Social and emotional aspects of learning approaches have a positive impact.</p> <p>EEF toolkit- Social and Emotional Learning- additional 4 months progress</p>	4

Total budgeted cost: £ 28,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Read Write Inc. continues to have an impact on phonics teaching including supporting children to reach expected age-related standards. Training is accessed regularly and has ensured fidelity to the scheme. The teaching of phonics is consistent across school and interventions are embedded. Reading has a strong focus across the school, beginning in early years. Children have a love of reading. They are confident to read independently and children reading below age related expectations are supported well.

CPD has been effective and has led to improved quality of education. Read Write Inc, consultant work supports teachers to evaluate and develop practices.

Planned spoken language has resulted in disadvantaged pupils being more confident in leading discussions and collaboration tasks including answering posed questions. Children have improved confidence in the use of 'must use' vocabulary and are more able to articulate learning.

Teaching Assistants have been deployed to support children within class, in small groups and also carry out interventions including speech and language and fundamental movement.

Zones of regulation – disadvantaged pupils can name emotions, recognise triggers, and apply coping strategies. Pupils in the "green zone" show improved engagement and concentration. Improving attainment through better self-regulation

Staff confidence in supporting emotional regulation has risen significantly because Zones is embedded schoolwide.

2025 Outcomes

KS2 Reading outcomes 2025 –75% Ex + 33%HS

KS2 Reading outcomes for disadvantaged 2025- 50% Ex+ 0% HS

KS2 Writing outcomes 50% Ex+, 8% GD

KS2 Writing outcomes for disadvantaged 25% Ex+0% GD

KS2 GPS outcomes 58% Ex+, 8% HS

KS2 GPS outcomes for disadvantaged 25% Ex+, 0% HS

KS2 Maths outcomes 58% Ex+, 0% HS

KS2 Maths outcomes for disadvantaged 25% Ex+, 0%HS

KS2 RWM outcomes 50% Ex+, 0% HS

KS2 RWM outcomes for disadvantaged 0% Ex+, 0% HS

EYFS GLD 50% (2/4 children)

EYFS GLD outcomes for disadvantaged 0% (2/2 children 1 child with EHCP)

Year 1 phonics 78% (7/9 children)

Year 1 phonics outcomes for disadvantaged 0% (2/2 children)

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Phonics programme	Read Write Inc.
Zones of Regulation	<u>Leah Kuypers</u>

TTRS	Maths Circle Ltd.
Maths Hub	Archimedes Maths Hub
Music and movement	Music Box

Commented [LJ[HPS]1]: