

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	Hathern CE Primary
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2024/25 to 2027/28)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stuart Bailey Headteacher
Pupil premium lead	Stuart Bailey Headteacher
Governor / Trustee lead	Claire Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,895
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	£49,895

Part A: Pupil premium strategy plan

Statement of intent

Our definition of learning should go beyond the strict academic sense, to include the interconnected areas of physical, social, cognitive, emotional and creative skills that children develop as they play and grow.

Research shows that different areas of learning are more interconnected than previously thought and that playful learning experiences can be particularly effective ways to foster deeper learning and develop a broad range of skills and an understanding of academic concepts. At Hathern, 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 through a range of pedagogical approaches – play being an important one of those. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal using these approaches, 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, adopted from care or 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, 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, 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 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	Gaps in attainment between disadvantages and non-disadvantaged pupils
2	Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low income families and families living below the poverty line are under increased stress in the home.
3	Pupils have limited experiences beyond immediate home-life which limits language acquisition. Oral language skills are below average for a greater proportion of our pupil premium children than other pupils when they start school.

4	Children missing many of the fundamentals of active play. This in turn, has had a profound effect on their emotional and physical wellbeing and an inability to overcome emotional obstacles or develop confidence and self-esteem.
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Intended outcomes

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

Intended outcome	Success criteria
Improved social and emotional well-being of children who are equipped with the skills to manage their emotional needs	<ul style="list-style-type: none"> Children’s behaviour is not impacting their learning negatively Children explore their feelings through play, helping them build resilience and cope with stress and challenge Children can concentrate in lessons Children can articulate and use the techniques which support their emotional well-being Children are accessing the pastoral carers and ELSA for additional support RSHE is being taught consistently across the school
Pupil Premium children to make at least the expected progress in writing and maths	<ul style="list-style-type: none"> A progressive curriculum implemented with daily, weekly and monthly retrieval within and across subjects Children are able to retrieve and build upon prior learning Children are able to articulate how they learn and how they remember
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/KS1; those who have fallen behind as a result of lockdown make accelerated progress in order to achieve the expected progress at the end of KS2 or exceed prior attainment standards	<ul style="list-style-type: none"> Intervention delivered by trained LSAs Quality First Teaching Whole school development to create a curriculum which takes in to consideration the needs of all pupils by fostering retrieval practice is evident in all classrooms CPD for LSAs LSAs upskilled to deliver purposeful intervention Reading strategies are taught discretely and embedded across the curriculum A reading rich curriculum is provided for all children

<p>Children who start below the expected standard make accelerated progress in KS1</p>	<p>Use of a systematic synthetic phonics scheme embedded across the school</p> <p>All staff are trained in the delivery of systematic synthetic phonics</p> <p>Speech and language support and intervention is provided</p> <p>Reading strategies are embedded in the teaching of reading through consistent teaching approaches</p>
<p>Every child receives teaching which is good and frequently outstanding.</p>	<p>On-going training for teachers and support staff to enable them to deliver a curriculum which builds on prior learning and enables retrieval through a range of proven research based techniques and strategies</p> <p>Children can articulate their learning and retrieve prior learning in order to build on this</p>
<p>Children make progress in line with their peers in reading at the end of KS2</p>	<p>Class and school libraries are developed and accessed by all children</p> <p>Enjoyment of reading is fostered by the whole staff team</p> <p>Staff are modelling their enjoyment of reading as well as demonstrating 'how to read' and understand a text</p> <p>Staff are supporting their teaching of reading with research</p> <p>Reading is embedded across the curriculum</p> <p>Children are exposed to daily reading</p> <p>Long term plans reflect the use of fiction, nonfiction and poetry every term in every classroom.</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: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional coaching CPD for all staff	EEF teaching and learning toolkit- social and emotional learning suggests children can make +4 months progress when provided with interventions into self-management of emotions.	1
Indoor/Outdoor Learning Environment development in the provision of a stimulating EYFS Curriculum – support from LPAP schools	Play is one of the most important ways in which young children gain essential knowledge and skills. Play opportunities and environments that promote play, exploration and handson learning are at the core of effective provision. ¹ ¹ Learning through play: Strengthening learning through play in early childhood education programmes, UNICEF, 2019	1/2/3/4
Walkthrus Training	Evidence based on research by Barak Rosenshine	1

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

Budgeted cost: £36,824.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support provided by newly appointed Learning Mentor and ELSA	Alongside explicit teaching of PSHE/RSHE (in accordance with guidance from EEF Teaching and Learning toolkit) children at Hathern require additional support with well-being and mental health.	1
Phonic intervention KS1 and KS2	In order to provide a 'keep up not catch up' approach in Early Years and plug gaps in learning across the school in phonics and Early Reading, intervention is provided by trained practitioners which does not remove	1/2

	pupils from their whole class learning. This is in line with the EEF's guidance into high quality intervention.	
Speech and language intervention support for ppm pupils in school using NELI	As stated in EEF guidance report 'Preparing for Literacy' targeted early speech and language support can help 'struggling' children as long as adults have been trained to deliver the intervention.	3
Intervention delivered by LSAs KS1 – Reading fluency, maths, FFT, handwriting KS2 – Reading fluency, reading comp, Times Tables, Spelling, Handwriting, Toe by Toe, Number Box, Number Stacks Year 5 & 6 gap intervention	Delivering Reading intervention in accordance with research by the EEF 'Teaching Assistant Interventions': <i>"Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes..."</i> The use of highly skilled and trained LSAs for intervention is further reported on by the EEF: <i>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</i>	2
FUNdamentals of Movement motor skill intervention – F/KS1	Research reveals that children attribute low motor skills as a major barrier to participation in physical activity and drop out from organised sport because they cannot perform the skills well enough to play the game successfully. ² Children who develop confidence with their FMS skills may enjoy many benefits. Those who have a positive attitude to physical activity may have higher self-esteem, improved health and well-being, good social skills, are more willing to take risks and are also more likely to maintain an active and healthy lifestyle. ² The effect of teachers trained in a fundamental movement skills programme on children's self-perceptions and motor competence <i>Gavin Breslin, Marie Murphy, David McKee, Brian Delaney, Martin Dempster, European Physical Education Review Vol 18, Issue 1, 2012</i>	1/4

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

Budgeted cost: £9,818.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising enrichment activities in school time	In order to ensure that all children benefit from equal opportunities to access a broad	1/3

Access to out of school enrichment including afterschool clubs Subsidised school uniform (£140 per child delegated to parents personal budgets)	curriculum, we will continue to subsidise activities which are used to improve access to and enhance understanding of, learning. Alongside this, it is vital that children can feel part of the community and focus on their learning by wearing the expected uniform.	1/3
<i>Monitoring of RSHE curriculum across the school by SLT (£900 SLT release days x2 for two AH)</i>	EEF Guidance report on 'Social and Emotional Learning' (September 2019) outlines the importance of monitoring the implementation of an SEL curriculum in order to evaluate the impact of actions taken.	1
Lunch time Outdoor provision. OPAL (Outdoor Play and Learning) (training, support and release time).	There is extensive evidence (EEF: SEL) associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). In line with wider strategies to support children's learning through play.	4

Total budgeted cost: £50,043

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.

Our internal assessments during 2024/25 shows that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum. We are seeing a move towards an upward trend during the first year, putting the school in a good position to achieve the goals set out in this strategy by the end of the 2027/2028 year.

The attainment of the PP children at the end of KS2 was higher than the national data. This shows that our strategies and support mechanisms are working to support the disadvantaged children with in the school.

Key Stage 2 2025	No	Combined		Reading		Writing		Maths		EGPS	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
National all Pupils		62%	8%	74%	33%	72%	13%	74%	26%	73%	30%
School all pupils	23	74%	9%	78%	43%	83%	9%	83%	26%	74%	30%
National Disadvantaged		47%	4%	63%	21%	59%	7%	61%	15%	60%	16%
School Disadvantaged	5	80%	0%	80%	60%	100%	0%	80%	20%	80%	60%

The attainment of the PP children at the end of KS1 was significantly below that of the non-disadvantaged children. 40% of disadvantaged children achieved the expected standard in reading, writing and 60% in maths. However, using internal data from EYFS all children made the expected or better progress from their start point. The year 1 phonics results were broadly in line with the national disadvantaged but still behind non-disadvantaged.

Our internal data points to a need to further improve provision for pupil premium pupils in order to narrow the attainment gap, especially in Early Years and Year 1. Greater use of the outdoor environment and a focus on continuous provision will be implemented in order to address early learning barriers.

The work of the learning mentor and the continuing work of our two ELSA support LSAs has meant that our aim of improving the social and emotion well-being of the children (Including the PP children) has remained a top priority.

We are building on the approaches outlined with the activities detailed in this plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	An LSA reading intervention. Additionally, funding was delegated to parents to spend as they saw fit.
What was the impact of that spending on service pupil premium eligible pupils?	Those receiving the service pupil premium funding achieved the pass mark in the phonics screening check. Parents utilised the delegated funding to purchase school uniform and to pay for out of school provision