

Pupil premium strategy statement – Hadleigh Community 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	525 YR to Y6 60 in Nursery
Proportion (%) of pupil premium eligible pupils	29%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Joanne Deaves Headteacher
Pupil premium lead	Mrs Joanne Deaves Headteacher
Governor / Trustee lead	Richard Harrison Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,515
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>	£172,515

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is that every disadvantaged pupil at Hadleigh Community Primary School (HCPS) attains strong outcomes, achieves age-related expectations and is prepared socially and academically for their next stage of education. We focus on ensuring disadvantaged pupils:

- achieve in line with peers for reading, writing and mathematics (Year 6 Pupil Premium attainment gap closed);
- enter school ready to learn and catch up quickly when starting points are lower (EYFS focus);
- experience a strong sense of belonging (including service children) so they can engage and thrive;
- can discuss, monitor and articulate their learning, progress and future aspirations confidently.

How this strategy works towards those objectives

- We adopt the DfE / EEF three-tier Menu of Approaches: Tier 1 High-Quality Teaching (the first and largest investment), Tier 2 Targeted Academic Support (tutoring, structured interventions) and Tier 3 Wider Strategies (attendance, wellbeing, community & parental engagement). This ensures evidence-led allocation of Pupil Premium funding.
- We prioritise system-level improvements (curriculum clarity, assessment and professional development) that raise teaching quality for all pupils, supplemented by targeted interventions for pupils with persistent gaps and specific wider support for attendance, wellbeing and belonging.
- Implementation is monitored through a programme of leadership QA, termly impact reviews, subject-leader monitoring and pupil-level progress checks; activities are time-bound, costed and outcome-focused.

Key principles

- Evidence-led: every approach is justified by high-quality research (principally EEF guidance) and mapped to the DfE Menu of Approaches.
- Teach first: investment in high-quality teaching (explicit instruction, curriculum sequencing, vocabulary and metacognition) benefits disadvantaged pupils most.
- Targeted, timely support: small-group/one-to-one tuition and structured interventions are used where assessment shows gaps.
- Holistic: academic support is complemented by wellbeing, attendance and enrichment activities to remove non-academic barriers.
- Continuous improvement and accountability: progress data, QA and evaluation inform ongoing refinement.

(We follow the DfE expectation for published Pupil Premium strategies and the DfE Menu of Approaches framework. See DfE guidance for Pupil Premium reporting and menu framework: [Department for Education – Pupil premium guidance for schools](#).)

Challenges

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

Challenge number	Detail of challenge
1	Year 6 pupil premium pupils achieve less well in reading, writing and maths than non-pupil premium peers (attainment gap at the end of Key Stage 2).
2	Assessment shows some disadvantaged pupils have conceptual gaps and misconceptions that prevent secure age-related attainment or cause slower progress.
3	Disadvantaged children joining EYFS have lower-than-typical starting points (speech, language, vocabulary and early literacy).
4	Service children need targeted support to create a sustained sense of belonging and community in school to support wellbeing and engagement.
5	Disadvantaged pupils need support to discuss their learning, understand progress and shape aspirations (pupil voice, metacognition, oracy and planning next steps).

Intended outcomes

Intended outcome	Success criteria
1. Close Year 6 disadvantaged attainment gap in reading, writing and maths	By end of strategy year: proportion of PP pupils meeting age-related expectations in reading, writing and maths increases so the school gap vs non-PP reduces from current baseline; Year 6 PP average scaled scores increase and progress measures show accelerating progress.
2. Reduce conceptual gaps so pupils are secure in core curriculum knowledge	Diagnostic assessments show reduction in persistent misconceptions: teacher diagnostic checks and end-of-unit assessments demonstrate that 80%+ of targeted disadvantaged pupils have closed identified gaps.
3. Improve early communication, language and early literacy for disadvantaged EYFS starters	By end of Reception: targeted disadvantaged pupils make at least expected progress on nursery/reception baseline language measures and rapid early years screening shows a narrowing of the baseline gap.
4. Service children feel included and report a strong sense of belonging	Through pupil voice and wellbeing surveys, service children report improvements (e.g., an increase in "I feel I belong at school" responses) and attendance/engagement indicators for service children improve to in-line with cohort averages.

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. All activities are mapped to the DfE Menu of Approaches: Tier 1 = High-Quality Teaching, Tier 2 = Targeted Academic Support, Tier 3 = Wider Strategies. Evidence shown is taken from high-quality research summaries and guidance (principally Education Endowment Foundation guidance and DfE) — each evidence source is linked.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme (academic year cycle) focused on: clear curriculum implementation (sequencing & knowledge), explicit instruction (Rosenshine principles), modelling, scaffolding and consistent adaptive strategies for pupils working below age-related expectations.	EEF guidance: high-quality teaching is the most powerful lever; and EEF Effective Professional Development guidance for designing PD and coaching programmes: EEF – Effective Professional Development .	1, 2, 5
Metacognition & self-regulated learning roll-out. Teachers trained to embed planning, monitoring and evaluation prompts in lessons; pupils taught explicit metacognitive strategies and how to use them in subject contexts.	EEF guidance: Metacognition & Self-regulated Learning (potential high impact, especially for disadvantaged pupils; evidence of large effect sizes when implemented well): EEF – Metacognition and Self-regulated Learning .	2, 5
Phonics and early reading delivery: complete rollout and staff training for the chosen phonics programme in KS1 (and continuity with EYFS). Focus on consistent training, fidelity checks and catch-up phonics sessions.	EEF Teaching & Learning Toolkit: Phonics has strong evidence for improving early reading outcomes: EEF – Phonics . Ofsted recommendation in recent inspection noted need to complete phonics rollout (school context).	1, 3
Vocabulary-rich curriculum and explicit teaching of vocabulary across foundation subjects; subject leaders supporting with subject-specific vocabulary progression documents.	EEF + Education Endowment Foundation evidence & EIF commentary on vocabulary and life chances: see EEF reading comprehension guidance and early years materials: EEF – Reading Comprehension Strategies and EEF – High-quality interactions (Early Years) .	2, 3, 5
Strengthen subject-leader capacity for foundation curriculum implementation (DT, art, computing): targeted subject leader training, curriculum sequencing workshops and implementation QA schedule.	EEF implementation guidance and Effective PD materials; evidence that improving subject leader knowledge and targeted CPD improves curriculum implementation and pupil outcomes: EEF – Effective Professional Development .	2

Diagnostic assessment & curriculum planning: build an assessment cycle (diagnostic checks, gap identification, pre/post testing) and use results to plan targeted in-class adaptations and interventions.	EEF implementation guidance on using assessment to inform teaching and EEF guidance on targeted interventions; diagnostic assessment guides effective targeting: [EEF – Metacognition guidance] and EEF toolkits.	2, 1
Recruitment & retention actions: strengthen induction & mentoring for Early Career Teachers (ECTs); ring-fenced CPD time and mentoring to ensure high-quality retention and consistency of practice.	EEF guidance highlights importance of PD, coaching and mentoring for improving teaching quality and retention: <u>EEF – Effective Professional Development</u> .	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group tuition for Year 6 PP in core curriculum lessons, delivered by trained tutors or experienced teachers, aligned to classroom curriculum and focused on diagnosis-driven gaps.	EEF Teaching & Learning Toolkit: Small-group tuition (average +4 months); EEF trial showing low-cost tutoring models can produce ~+3 months in maths: <u>EEF – Small group tuition</u> and <u>EEF – Making a Difference with Effective Tutoring</u> .	1, 2
Targeted reading comprehension interventions (including structured programmes and guided reading groups) for KS2 disadvantaged pupils.	EEF Reading Comprehension Strategies: evidence of positive impact when strategies are explicitly taught and scaffolded: <u>EEF – Reading Comprehension Strategies</u> .	1, 2
EYFS & KS1 small-group language interventions for disadvantaged starters.	EEF: Oral language interventions in early years and KS1 show strong effects on language development and later literacy (up to +6 months): <u>EEF – Oral Language Interventions</u> and <u>EEF – High-quality interactions (Early Years)</u> .	3
Pre-teaching & same-day catch-up: short pre-teach sessions for disadvantaged pupils before new topic lessons and rapid same-day intervention for misconceptions identified in lessons.	EEF guidance on targeted interventions and metacognition supports pre-teaching and timely corrective feedback; effective small-group interventions add months of progress: <u>EEF – Small group tuition</u> and <u>EEF – Metacognition</u> .	2
Teaching-Assistant delivered structured interventions (e.g., carefully planned, scripted interventions with training & monitoring) for disadvantaged pupils working below expectations; TAs used to	EEF guidance: well-designed TA interventions targeted at specific pupils can be effective; structured interventions with teacher oversight produce better outcomes: <u>EEF –</u>	2, 1

supplement, not replace, teacher instruction.	<u>Teaching Assistant Interventions (Toolkit page)</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service-child & belonging programme: appoint a named Service-Pupil Champion, provide induction & transition packs for service families, run group sessions (peer-to-peer groups), and promote service children's representation in school leadership (e.g., circle, groups) and clubs.	EEF practical guidance and evidence on building a culture of belonging and the importance of inclusive approaches for attendance, wellbeing and engagement: <u>EEF – Build a culture of community and belonging for pupils</u> . Also aligns to DfE expectations on using Service Pupil Premium to support pastoral need: <u>DfE – Pupil premium guidance</u> .	4
Attendance & engagement: implement a tiered attendance strategy (early contact, pastoral casework for families, family outreach, targeted support for persistent absence) with the Attendance Lead working closely with pastoral staff and the LA Education Welfare Officer.	EEF and DfE guidance on attendance improvement and working with families — build relationships, communicate effectively and intervene early: <u>EEF – Build a culture of community and belonging</u> and DfE attendance guidance: <u>DfE – Working together to improve attendance (Sept 2022)</u> .	4, 5
Breakfast club, funded trips and funded extracurricular access for disadvantaged pupils to build cultural capital, reduce access barriers and improve attendance/engagement.	EEF resources and rapid evidence on breakfast interventions and the role of enrichment in supporting engagement and readiness to learn: <u>EEF – Breakfast Interventions: Rapid Evidence Assessment</u> (see EEF attendance & belonging guidance) and wider evidence on extracurricular activities improving engagement and social outcomes.	4, 1, 3
Structured social-emotional learning (SEL) and wellbeing support (class-based SEL, ELSA sessions, pastoral mentoring). Train staff in trauma-informed approaches and run targeted small-group SEMH interventions where needed.	EEF guidance: SEL interventions show positive impact (average +4 months) and can improve attitudes to learning and behaviour: <u>EEF – Improving Social and</u>	4, 5

	<u>Emotional Learning in Primary Schools.</u>	
Transition and early-years outreach: strengthened primary→HCPS transition (home visits where appropriate, liaison with feeder nurseries), and targeted EYFS family engagement packages.	EEF early years resources emphasise high-quality early interactions and targeted early support: <u>EEF – High-quality interactions (Early Years).</u>	3
Monitoring & impact tracking of wider strategies: termly outcome measures (attendance, participation in clubs/trips, pupil voice, wellbeing surveys) and cost-effectiveness review.	EEF implementation guidance: monitor fidelity and impact across Tier 3 activities to evaluate effect and inform next steps: <u>EEF – Making a Difference with Effective Tutoring (implementation advice)</u> and EEF guidance on attendance/belonging.	4, 5, 1

Total budgeted cost: £ 172,515

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Overall data across the 3 years of the previous strategy shows positive trends in outcomes (24-25 year data outcomes being impacted by wider contextual factors of pupil groupings)
- Despite the in school gap within 24-25 being wider than previous years- as a school the data outcomes for these pupils were broadly in line with national outcomes.
- Reviewed approach to formative and summative data tracking within the new academic year will support with an enhanced level of analysis for all groups which will in turn

	Sch Dis			Sch Non Dis			Gap			Nat Dis			Nat Non Dis			Gap		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
R	79%	83%	53%	88%	80%	78%	-9%	+3%	-25%	60%	63%	63%	78%	80%	81%	-18%	-17%	-18%
W	64%	75%	53%	86%	75%	86%	-22%	0%	-33%	58%	59%	58%	77%	78%	77%	-19%	-19%	-19%
M	79%	75%	59%	92%	77%	86%	-13%	-3%	-27%	59%	59%	61%	79%	80%	80%	-20%	-21%	-19%
RWM	64%	67%	53%	80%	71%	75%	-16%	-4%	-22%	44%	46%	47%	66%	68%	68%	-22%	-22%	-21%

Targeted academic support

Structured interventions have been used to help narrow the gap. These interventions have been targeted in the areas of Phonics, Reading, Handwriting, Writing and Maths, as well as specific 1-1 interventions such as Accele Read and Write.

Wider Strategies

The school continues to support the children of Service families through a review of the provision of Military Mates to help provide social and emotional support.

The school ensures that Pupil Premium children are able to access the school trips and residential.

Pupil Premium children have access to the school's ELSAs who provide social and emotional support as well as helping to address and support issues around attendance.