HAYESDOWN FIRST SCHOOL
Pupil premium strategy statement 2024/25 – 2026/27

Report for 2025-2026

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	Hayesdown First School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	10.7% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/25 – 2026/27 (Year 2 of 3-year strategy)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Local Governing Body (Nov.2025)
Pupil premium lead (Hayesdown)	Julia Battersby, Headteacher
Governor / Trustee lead	Jonathan James – Governor Mike Robinson - Trustee
Trust Pupil Premium Champion	Vicky Dupras (director of School Improvement)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£46,965**
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	**£46,965**

Part A: Pupil premium strategy plan

Statement of intent

Hayesdown First School commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantage gap. Our school aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.
We will do this through:

- *Supporting disadvantaged pupils to succeed academically*
- *Supporting our disadvantaged pupils to be in the best place possible to access learning*
- *Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching*
- *Working hard to develop effective relationships with families and focus on those pupils who need us most*
- *Intelligent analysis of both hard and soft data to identify attainment gaps and barriers to achievement*
- *Using evidence based training, supported by reflective practice and coaching*

During the period of the strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience.

Our expectation at Hayesdown First School is that all pupils, irrespective of their background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. We place reading at the heart of Hayesdown First School, therefore we prioritise reading/ phonics within this strategy as well.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will

- *Adopt a whole school "deliberately bothered" approach in which all staff take responsibility for disadvantaged pupil's outcomes and recognise the impact they make*
- *Understand that "if we get it right for our disadvantaged pupils we get it right for everyone"*
- *Ensure disadvantaged pupils are challenged in the work they are set*
- *Act early to intervene at the point which it is needed*
- *Adapt teaching in all lessons to meet the needs of disadvantaged pupils*
- *Support the delivery of specific interventions for disadvantaged pupils.*

Challenges

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

Challenge number	Detail of challenge
1	*Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.* *Our baseline assessments on entry to Reception class show that 75% of disadvantaged leaners arrive below average in Speaking and 50% arrive below age related expectations in Listening and Attention.*
2	*Internal and external data show some disadvantaged pupils attain less well in the Y1 phonics check and are making slower progress in securing their phonic knowledge, impacting on their development as readers. Without additional support and daily 1:1 some of our disadvantaged pupils do not make progress at the same rate as their non-disadvantaged peers.*
3	*Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.* *Within school 13% of pupils are identified as needing additional support with SEMH needs with currently 26% of disadvantaged pupils accessing ELSA / Therapy / Mentoring / Nurture provision. Teacher referrals and parent requests for support have increased over the past three years and continue to do so.*
4	*Our assessments, discussions and observations show that pupils writing remains the subject area with lowest attainment and therefore is an area for focus, including strength/ stamina for writing, spelling, handwriting and structuring writing compositions.* *Reception baseline data shows that 34% pupils have a fist or thumb wrap type of pencil grip on entry to school. In every year group the number of disadvantaged pupils achieving the expected standard in writing is lower than in reading or maths (R 67%; Y1 55%; Y2 66%; Y3 40%; Y4 50%) and lower than non-disadvantaged pupils.*
5	*Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years* *Current data shows that 19% of our pupil premium pupils are in danger of falling into the "persistent absenteeism" category.*
6	*Our assessments, discussions and observations show that disadvantaged pupils attain less well than their non-disadvantaged peers in maths and require more support/interventions to keep up. Areas identified as hindering progress are lack of number fluency and poor oracy skills.*

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments 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.
2. Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes show that more than 90% of disadvantaged pupils meet the expected standard.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • high levels of participation in enrichment activities, particularly among disadvantaged pupils.
4. Improved writing attainment among disadvantaged pupils.	Writing outcomes in all year groups show that more than 67% of disadvantaged pupils met the expected standard. (national data for disadvantaged KS1= 44% 2023; KS2 = 58% 2024)
5. Improve the attendance of all pupils, specifically those who come from under resourced backgrounds, to be in line with their peers through close analysis of attendance data, accurately identifying at risk pupils and providing support and challenge for parents and carers. Reduce persistent absence of this pupil group.	Improve attendance of the disadvantaged pupil group from 93.9% to 95.5% by the end of this current strategy plan. • 94.5% by the end of 2024/25 academic year; • 95% by the end of 2025/26 academic year; • 95.5% by the end of 2026/27 academic year; Reduce the level of persistent absence from 19% to 10% for this pupil group by the end of this current strategy plan.
6. Improved maths attainment for disadvantaged pupils	Maths outcomes in all year groups show that at least 67% of disadvantaged pupils reach the expected standard (national data for disadvantaged KS1= 56% 2023; KS2=59% 2024)

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: *£11,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure teacher understanding of the principles of the writing framework, audit provision and bring practice in line with recommendations.	Writing is essential for success. The ability to express themselves clearly and fluently opens doors and enables young people to take advantage of opportunities in education and employment. Conversely, pupils who struggle to express their ideas in writing are likely to face challenges across the curriculum, not just in English. The writing framework July 2025	1, 2, 4
Understand and use the teacher assessment criteria and non-negotiables in writing and standardised assessments in Maths across the school (and Trust) so that specific gaps can be identified and addressed Provide time and resources for teacher training and moderation.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF identifying specific areas of the curriculum that individuals or groups of pupils are finding more challenging can inform teaching and help pupils progress. It can also be used to guide planning for specific groups to close the gap in learning NFER report spotlight	4,6
Provide training and guidance for spelling, grammar and punctuation so the right elements are taught and secured in each year group	Ofsted English Subject Report: Telling the Story (March 2024) https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report Specifically: • Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language	1, 4

Provide CPD for staff and monitor implementation at classroom level, as well as during interventions.	underpins pupils' reading and writing development. • The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these. • Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils' books show that fundamental errors go unnoticed and persist over time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Continue to embed our DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils. This will include purchase of resources, training for staff and on-going release time.	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 The Reading Framework 2023	2
Raise the standards and expectations for swift recall of basic number facts across all year groups.. We will purchase resources and fund ongoing teacher training and release time.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3	6
Secure high standards of teaching and learning across the school including newly qualified staff/new to school	Principles of Instruction - Barak Rosenshine demonstrates this has significant benefits for all pupils, including disadvantaged pupils.	1,2,4.6

	Research shows that quality first teaching is the most effective way to improve student progress, especially for disadvantaged pupils Third Space Learning	

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme to improve oral language skills for disadvantage pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://ican.org.uk/talk-boost/	1
Provide a programme to develop gross and fine motor skills so children secure the foundations for writing skills: "Pegs to Paper" The school will purchase resources and provide adequate staff capacity and training to deliver interventions	Using a focussed programme of intervention, led by a well trained teaching assistant, with clear entrance and exit criteria has been shown to have a positive impact on pupils learning. EEF intervention programmes delivered by TAs	4
Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. The school will provide additional TA support to deliver 1:1 phonics and	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

small group phonics interventions. In addition we will purchase the RWInc portal and resources to ensure fidelity to the scheme.		
Additional Numbersense sessions to support the acquisition of basic number facts so that learning (non-negotiables) is secured before moving on. We will purchase Numbersense programme and provide training and mentoring for staff to use this with small group/individual interventions.	High quality, targeted interventions can provide effective extra support for children. Improving Mathemetics at KS2 and 3 - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	6

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

Budgeted cost: £ 19,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work supportively with parents and carers to promote good attendance (in line with the DfE Attendance Guidance and Trust Attendance Policy), and provide additional support for those who have challenges in this area.	Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022 For vulnerable pupils regular attendance is also a protective factor Working together to improve school attendance EEF Attendance interventions rapid evidence assessment – March 2022 Why is attendance important? – Gov.uk Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance	5

	achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.	
Continue to provide high quality Nurture provision five afternoons per week to ensure that the SEMH offer meets the needs of disadvantaged pupils so they are in the best place possible for their learning.	Nurture.org research based information on the benefits of nurture provision to the most vulnerable pupils and the impact it has on their academic achievement. Nurture UK EEF: Social and Emotional Learning	1,2,3,4,5,6
Provide ELSA/sports mentoring/play therapy provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.	The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success DFE: promoting children's emotional health and wellbeing Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates. EEF: Social and Emotional Learning	1,2,3,4,5,6
Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils	Research shows that many disadvantaged pupils do not access extra-curricular activities and therefore lose out on the benefits – increased confidence which helps social interaction, an aspiration to go onto higher or further education, soft skills and a sense of wellbeing and belonging. Enrichment and extra-curricular activities are considered to be valuable not only for their inherent value, but for the skills they offer which could benefit them in later life. An unequal playing field: Social mobility commission	1,2,3,4,5,6

Total budgeted cost: £ 46,965

Part B: Review of outcomes in the 2025-2026 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

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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
RWInc Phonics	Read Write Inc
Talk Boost	I CAN Charity
Numbersense	Number Sense Maths
Pegs to Paper	Nexus
ELSA	Somerset Education Psychology Service
Nurture/ Boxhall	Nurture UK

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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