

Hadlow Primary School

Pupil Premium Strategy



Pupil premium strategy statement

Year 3 of Strategy 2023 - 2026

This statement details our school's use of pupil premium funding for the 2024-25 academic year to help improve the attainment of disadvantaged pupils at Hadlow Primary School.

This statement outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hadlow Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1: 2023-24 Year 2: 2024-25 Year 3: 2025-26
Date this statement was published	21/11/2025
Date on which it will be reviewed	01/04/2026
Statement authorised by	Miss N Chapman
Pupil premium lead	Mrs S Wright / Mrs S Vanns
Governor Lead	Mr S Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,905

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their individual circumstances 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 disadvantaged pupils to achieve that goal, including continuing 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 and 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.

We continually assess and review the needs of our pupils, summatively and formatively, and this ensures we are effective in:

- Responding to both common challenges and the specific needs of individuals;
- Intervening at the point a need is identified;
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Supporting families to work collaboratively to meet each child's needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observation indicate that the % of disadvantaged pupils reading and writing at age-related expectations is lower than that of their peers.
2	Assessment and observation indicate that the % of disadvantaged pupils reaching age-related expectations in maths is lower than that of their peers.
3	Assessment and observation indicate that the % of disadvantaged pupils reaching expected levels across the curriculum is lower than that of their peers.
4	A number of our disadvantaged pupils also have a specific learning need, which widens the attainment gap further.

5	Overall, we are seeing underdeveloped oral language skills and vocabulary gaps which are likely to impact our disadvantaged pupils the greatest due to limited discussion and reading experiences.
6	Overall, we are seeing an increased inability in our pupils' ability to self-regulate their emotions and/or behaviours which is impacting attainment. This is likely to impact our disadvantaged pupils the greatest.
7	Overall, the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and negatively impacts their ability to engage or catch up with learning activities.
8	Overall, the number of disadvantaged pupils who have wellbeing, mental health and safeguarding concerns is above that of non-disadvantaged pupils, with such pupils struggling to effectively engage or self-regulate.

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
Raised pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self-regulate in order to engage in learning and to form and maintain positive relationships	Monitoring of pupil wellbeing indicates sustained improvement in pupil engagement, positive learning experiences and increased self-esteem Evidenced by: <ul style="list-style-type: none"> qualitative data from student voice, school council, student and parent surveys, teacher observations and Boxall profiles increased participation by children in enrichment activities, particularly among disadvantaged pupils increased participation and engagement by parents in wellbeing events
Enable disadvantaged pupils and their families to be physically and mentally fit and to be able to access support and develop knowledge and strategies to engage fully in their child's education	Monitoring of pupil wellbeing (pupil voice, child learning reviews, wellbeing drop-ins) indicates children and families will be able to access the support they need and be signposted to other services to ensure their mental health and wellbeing is not a barrier to learning
Raise attainment in reading and writing	% of disadvantaged pupils achieving at or above age-related expectations matches that of other pupils.
Raise attainment in maths	% of disadvantaged pupils achieving at or above age-related expectations matches that of other pupils
Raise attainment in phonics	% of disadvantaged pupils achieving or exceeding the national average and expected standard in the Phonics Screening Check
Disadvantaged pupils and pupils with SEND supported to acquire the knowledge and life	Monitoring of pupil wellbeing indicates

experience/skills they need to make good progress in line with their peers	<p>additional support or intervention identified through retrieval practice and assessment to build on prior learning to fill gaps and enable pupils to make progress</p> <p>Children given access to at least three enactive experiences throughout the school year, with a range of cultural capital activities which provide access to life experiences.</p> <p>Access to a range of free or affordable extra-curricular activities after school.</p>
Improved oral language skills and use of vocabulary	Pupils able to access written and oral information. Assessments and observations indicate improved oral language among disadvantaged pupils when triangulated with other sources of evidence, including engagement in lessons, book looks, ongoing formative assessment and summative assessment.
Sustained high attendance for all pupils, particularly disadvantaged pupils.	<p>96% attendance for all pupils to meet national expectations with attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>% persistent absentees to be reduced.</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: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each class has full-time Teaching Assistant provision, and Teaching Assistants can further develop their knowledge and skills to support disadvantaged pupils	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Making Best use of Teaching Assistants: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Maximising the Use of Teaching Assistants: MITA-evaluation-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	All

<p>Provision of specialist intervention teaching assistant to enhance tailored intervention to support pupils with most complex needs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Making Best use of Teaching Assistants: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqa.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Maximising the Use of Teaching Assistants: MITA-evaluation-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Tuition targeted at specific needs is an effective method to support pupils with specific difficulties; speech and language disorders, sensory processing needs</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Further develop teaching assistants to provide tailored support to pupils with complex needs, and recruit additional staff to support these pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Making Best use of Teaching Assistants: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqa.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Maximising the Use of Teaching Assistants: MITA-evaluation-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>All</p>
<p>Additional staff training in Better Reading Stamina intervention to support progress with reading confidence</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1/3/4/5/6</p>

<p>Support continued implementation of our DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils: Staff training for new staff Success for all FFT Daily phonics and reading lesson Regular monitoring</p>	<p>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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Great Teaching Toolkit: Great Teaching Toolkit EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	<p>1/3/4/5/6</p>
<p>Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance: White Rose TT Rockstars Mastery for Maths (Maths Hub) Training - Development Stage ISeeReasoning ISeeProblemSolving NCETM Number Sense Routine monitoring</p>	<p>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:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2/4/5/6</p>
<p>Enhancement of our English teaching and curriculum in line with EEF and DfE guidance: Routine monitoring Curriculum resources Staff training</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1/3/4/5/6</p>
<p>Improve monitoring by timetabling a subject focus approach across curriculum and provision area: Liaison and feedback with Shipbourne staff and Governors</p>	<p>Adapted from the Ofsted 'Deep Dive' approach used in previous framework; subject focus weeks have proved a very effective way of focusing on each area of the school improvement plan and wider curriculum improvement.</p>	<p>All</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Speech Link and Language Link diagnostic assessments and interventions	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1/3/4/5/6
Continued use of Lightning Squad to support with Phonics and reading support	<p>Targeted interventions and universal approaches can have positive impact on engagement and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1/3/4/5/6
Individual professional Speech and Language assessments for disadvantaged pupils to provide evidence to support their provision.	<p>Speech and Language disorders impact on access to every aspect of learning. Identifying specific areas of need allow for targeted intervention and appropriate support.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4/5/6
Improved use of visuals and Colourful Semantics to support communication and language skills (Widget online)	<p>Visual supports, such as colourful semantics, allow children to understand syntax and forms of written communication. Such supports provide clear structure, improve understanding and reduced frustration and anxiety among learners.</p> <p>https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports</p> <p>https://www.lscft.nhs.uk/media/Site%20Images/CITNS/Documents%20-%20SLT/Comm%200-5y/Colourful%20semantics.pdf</p>	1/3/4/5/6
Continued implementation of a whole-school approach to metacognition	<p>Metacognition is the processing of understanding how we learn. By developing metacognitive strategies, pupils are given tools which allows them to plan, monitor and evaluate their learning, developing independence and self-regulation both for their learning and learning behaviours.</p>	1/2/3/4/5/6/7

<p>n and self-regulation to improve strategies to help regulate behaviour and learning</p>	<p>With the introduction in 2023-24, all class teachers now use a metacognition planning template – this ensures that the sequencing and delivery of all learning is carefully considered with <i>how children learn</i> in mind.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Continued implementation of a whole-school approach to understanding cognitive load theory, ensuring children receive carefully designed, learning-orientated instruction</p>	<p>Our brains can only handle so much... we can actually only retain about 3-4 pieces of new information at time. In 1988, John Sweller proposed Cognitive Load Theory, which explains how our brains process information. The research emphasised the importance of managing mental effort to ensure learning is effective.</p> <p>We cannot have an impact on what children learn unless we understand how they learn. It's so important that it forms part of Ofsted's evaluation on the quality and impact of education – they specifically review it during inspections, stating that “their focus will primarily be on what pupils have learned”. Ofsted further state that “learning can be defined as an alteration in the long-term memory. If nothing has been altered (retained), nothing has been learned”</p> <p>https://www.tandfonline.com/doi/abs/10.1207/s1532690xci0804_5</p> <p>https://my.chartered.college/impact_article/cognitive-load-theory-and-its-application-in-the-classroom/</p> <p>https://www.tes.com/magazine/tes-explains/what-cognitive-load</p>	<p>1/2/3/4/5/6/7</p>
<p>Access to Times Tables Rockstars and LetterJoin both home and school enrichment resources</p>	<p>Our revised Home Learning provision in 2024-2025 reduces the load on those with disadvantage – instead, the focus is on reading, spelling and mental maths. Children are given the resources to be successful, and can optionally engage in discover, create and explore tasks.</p> <p>This provision reduces the disadvantage gap, prioritises expectations and ensures all children have tools at home to be successful.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Edtech success: Bruno Reddy of Times Tables Rock Stars Tes Magazine</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1/2/3/4/5/6</p>
<p>Daily nurture groups to support self-regulation of</p>	<p>Disadvantaged pupils to be provided with daily lunchtime nurture groups supporting by Teaching Assistants. A tailored pro-</p>	<p>1/3/4/5/6</p>

disadvantaged pupils during unstructured times	<p>programme of enriching activities and social opportunities increases enactive, in-school experiences and develops wider relationships.</p> <p>Disadvantaged pupils to be provided with regular nurture activities to develop social interaction, emotional regulation strategies and life skills.</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Family Liaison Officer role to support pupils and families to ensure wellbeing is supported and improved	<p>Targeted support and access to services for disadvantaged pupils and families. EEF evidence indicates increased engagement from families that are able to manage their own wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4/5/6/7/8
Attendance support from Family Liaison Officer – additional hours	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	All
Ensure consistent application and implementation of Zones of Regulation and safe spaces for pupils to access	<p>By enabling pupils to develop strategies for self-regulation and understanding their emotions, we have shown a significant reduction in incidents of negative behaviours and increased ability to resolve problems independently.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	4/5/6/7/8
Enrichment opportunities: music lessons, sports clubs, school visits,	<p>By widening the life skills and experiences of our disadvantaged pupils, we have shown improved confidence and engagement across the curriculum thus improving attainment and wellbeing. This is targeted at pupils who would otherwise not access these</p>	4/5/6/7/8

<p>swimming lessons, breakfast club</p>	<p>opportunities. All children have the same opportunity to participate, with funding provided for pupil premium children to attend enactive experiences they would otherwise not afford or be offered the opportunity to attend.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence of benefit of effective programmes: Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	
<p>Drawing and Talking therapy Training for Family Liaison Officer</p>	<p>Targeted support for disadvantaged pupils to develop strategies for wellbeing, self-regulation and resilience.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3/4/5/6/7/8</p>

Total budgeted cost: £ 102,000

Pupil premium strategy outcomes

1. Desired outcomes		
	Aim	Outcome
A.	Raised pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self-regulate in order to engage in learning and positive relationships	<p>Continued reduction in the number of poor behaviour incidents recorded on CPOMS (safeguarding log) due to effective strategies, such as Zones of Regulation, that have been put in place and utilised to support all pupils with self-regulation strategies. (15% pupils supported with strategies for behaviour regulation)</p> <p>School awarded National Nurturing Schools Award from Nurture UK in September 2025 to reflect impact of nurture on pupil wellbeing and regulation throughout the school.</p> <p>Provision of nurture activities and safe spaces to regulate within the environment as part of adapted curriculums has contributed to this outcome.</p> <p>Continued provision of lunchtime nurture group has contributed to this outcome.</p>
B.	Enable disadvantaged pupils and their families to be physically and mentally fit and able to access support and develop knowledge and strategies to engage fully in their child's education	<p>There has continued to be a high parent engagement through information workshops, activity workshops, talk time sessions and nurture group for pupils.</p> <p>In addition, we have continued active lifestyle workshops, parent and child enrichment workshops and an increase in engagement with Early Help to support the families most in need.</p> <p>Wellbeing catch-ups and child learning reviews with class teachers have high attendance.</p>

C.	Raise attainment in reading and writing	<p>Attainment for pupils eligible for pupil premium funding compared with all pupils is higher in one out of six year groups in reading.</p> <p>Attainment for pupils eligible for pupil premium funding compared with all pupils is higher or equal in two out of six year groups in writing.</p> <p>Significant gaps still exist in three out of six year groups.</p> <p>Additional staff training in Better Reading Support</p> <p><i>Specialist interventions with a new intervention teaching assistant will allow targeted, disadvantaged children to receive a greater level of support.</i></p>
D.	Raise attainment in maths	<p>Attainment for pupils eligible for pupil premium funding compared with all pupils is equivalent or higher in two out of six year groups in maths. Significant gaps in attainment still exist in four out of six year groups.</p> <p><i>Intensive intervention sessions have been planned including the Key Stage 1 and Maths leader supporting weekly in target years.</i></p> <p><i>Planned workshops for parents to enhance engagement and understanding.</i></p> <p><i>Two members of staff undertaking Mastery for Maths training during 2024-25 academic year, with implementation across the school in 2025-26. This will provide a greater emphasis on children's mastery skills and their ability to "talk" and demonstrate their understanding more clearly.</i></p>
E.	Raise attainment in phonics	<p>63% of pupils eligible for pupil premium funding passed the Year 1 Phonics Screening, compared with a 79% pass rate for whole class. Those eligible for Pupil Premium that did not pass are all registered with SEND or EAL.</p> <p>The introduction of a new Systematic Synthetic Phonics programme in September 2022 enabled specific and continued focus on phonics, with daily intervention for all pupils that need additional support. All staff received training tailored training</p>

		<p>based on their individual needs in order to effectively implement the new phonics programme.</p> <p>Staff conducting phonics interventions trained to use Lightning Squad and Reading Assessment Programme.</p> <p>Phonics targets integrated into staff appraisal targets.</p> <p>Parent workshop to introduce phonics and reading.</p>
F.	Disadvantaged pupils and pupils with SEND supported to acquire the knowledge and life experience/skills they need to make good progress in line with their peers	<p>Specific targets set for disadvantaged and SEND pupils through Individual Support Plans [ISP] in their Provision Plans.</p> <p>SEN and specialist support staff evaluated against specific targets to meet each child's needs, which have been monitored through appraisal and bi-termly reviews.</p> <p>Clear emphasis in School Improvement Plan on ensuring SEND adaptations and provisions are at the forethought of all planning for 2025-26.</p>
G.	Improved oral language skills and use of vocabulary	<p>The reading and writing gap in EYFS has increased by 7%, due to the specific needs of this cohort, with 65% of children meeting a Good Level of Development (against a target of 63%). 65% met the expected standard in comprehension, 73% in word reading, and 65% met the expected standard in speaking.</p> <p>In KS1 and KS2, 51% of pupil premium children met the expected standard in reading and writing (compared to 64% of the whole class), with 63% of pupil premium children passing the Year 1 Phonics Screening – 89% of the previous cohort passed by the end of Year 2, including 50% of the pupil premium children.</p>
H.	Sustained high attendance for all pupils, particularly disadvantaged pupils.	<p>Pupils with SEND and EHCP had attendance of 94.63% and 95.74% respectively, lower than the school average of 96.08% and national target of 96%.</p> <p>Pupil Premium children (94.56%) were also notably below the school's target; however, attendance increased from the previous year and was in line with those with SEND and EHCPs.</p>

		Persistent absence was 12.3%, with fortnightly monitoring by the FLO, and this is lower than last academic year at 13.68%.
--	--	--

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
Speech Link	Multimedia Ltd
Success for All – Phonics	Family Fischer Trust (FFT)
Language Link	Multimedia Ltd
LetterJoin	Green and Tempest Ltd
Times Tables Rockstars	Mathscircles Ltd
Tutoring with the Lightning Squad	FFT Education Ltd
Number Sense	Number Sense Maths Ltd
ISEE Maths	Gareth Metcalfe
White Rose	White Rose Education
Kapow	Kapow Primary
Coram	Coram Life Education
Developing Experts	Developing Experts Ltd
Classroomscreen	Classroomscreen