

Pupil Premium 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	Hazelbury Primary School
Number of pupils in school	843 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	43% (362 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	September 25
Date on which it will be reviewed	July 2026
Statement authorised by	Laura Pearce Headteacher
Pupil premium lead	Laura Pearce Headteacher
Governor Lead	Helen Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£469650
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	£469650



Part A: Pupil Premium Strategy Plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, 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 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.

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	Communication and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers. 51% of SEN pupils at the school are disadvantaged, 72% of those pupils have communication and language needs.



<p>2</p>	<p>Reading: In 2025, Year 1 Phonics Assessments show that disadvantaged pupils achieve less well than other pupils. With a gap of 6 percentage points closing from the previous year which was a gap of 7 percentage points. .</p> <p>In KS2 reading, disadvantaged pupils achieved below at the expected level in comparison to other pupils (-9 percentage points an increase on 2024 which was -5 percentage points) which is deemed no meaningful change. In 2023 disadvantaged children performed better than national other (+2 percentage points).</p> <p>In 2023 there was a difference of -18 percentage points of those achieving greater depth between pupil premium and national other. However, in 2024 the school significantly closed the gap, which was only -2 percentage points. In 2025 this gap was -7 percentage points.</p> <p>Disadvantaged children perform better than disadvantaged children nationally at both EXS +9 and GDS +8.</p>
<p>3</p>	<p>Maths: In 2025 the gap between disadvantaged pupils and their peers remained at -2.4. At Hazelbury the gap was -0.9, decreasing from -1.5 in 2024.</p> <p>In 2024 Yr4 pupil premium children performed better than national other (+7) in the multiplication test (scoring 25 out of 25).</p> <p>At the end of KS2 disadvantaged pupils achieved below at the expected level in comparison to other pupils (- 12 percentage points, an increase from -4 in 2024) with the gap widening. In 2023 disadvantaged children performed better than national other (+1 percentage points).</p> <p>In 2023 there was a difference of -9 percentage points of those achieving greater depth between pupil premium and national other. However, in 2024 the school closed the gap, which was now only -7 percentage points. This has increased to -14 percentage points in 2025.</p> <p>Disadvantaged children perform better than disadvantaged children nationally at both EXS +9 and GDS +2.</p>
<p>4</p>	<p>Writing: At the end of KS2 disadvantaged pupils achieved marginally below at the expected level in comparison to other pupils -6 percentage points a slight increase from - 1 percentage points in 2024 which is deemed no meaningful change. In 2023 disadvantaged children performed better than national other (+2 percentage points).</p> <p>In 2024 disadvantaged pupils achieved below at greater depth in comparison to other pupils the school closed the gap (-12 percentage points) This gap remained similar in 2025 at -13 percentage points.</p> <p>Disadvantaged children perform better than disadvantaged children nationally at EXS and in line at GDS.</p>
<p>5</p>	<p>Early Years: On entry baseline assessments for disadvantaged pupils, it shows low starting points in many areas of the EYFS Framework, with lower communication and language skills as well as challenges in motor skills that lead to writing.</p>
<p>6</p>	<p>Wellbeing and Personal Development: Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified</p>



	social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. We have noted that many disadvantaged pupils do not have access to the corpus of knowledge, experiences and opportunities that build their cultural capital and which should be the entitlement of every child – a knowledge which will help close gaps and raise attainment across the whole curriculum.
7	Attendance: Attendance absence rates are marginally below national for disadvantaged pupils (0.9%). Persistent absence rates are below national disadvantaged rates (-5.3%).

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
Improved communication and language skills amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Supporting disadvantaged children to make accelerated progress in phonics and reading , towards end of year expectations, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.	Year 1 (and Year 2) phonics screen results above local and national averages for disadvantaged pupils. Systematic Synthetic Phonics scheme (Monster Phonics) effectively embedded throughout the school and shows impact in reading and writing. Interventions of Phonics in a Bag show significant impact and all staff are all confident and competent in the teaching of phonics. End of KS2 reading results show that pupil premium children achieve in line with national other at both expected and greater depth in- thus closing the gap.
Improved writing attainment for disadvantaged pupils.	End of KS2 writing results show that pupil premium children achieve in line with national other at both expected and greater depth- thus closing the gap.
Improved maths attainment for disadvantaged pupils.	Continuation of pupil premium children achieving better than national other in the Year 4 multiplication test. End of KS2 maths results show that pupil premium children achieve in line with national other at both expected and greater depth in- thus closing the gap.
To develop early language and vocabulary acquisition as well as motor skills to	GLD for disadvantaged pupils at the end of Reception is in line with national and local averages.



<p>improve attainment for disadvantaged pupils at the end of EYFS.</p>	<p>Communication and Language assessment for the GLD shows a reduced disadvantage gap.</p> <p>Impact of high-quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance by:</p> <ul style="list-style-type: none"> • 95% attendance target achieved for disadvantaged pupils. • Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance, led by the Child and Family Support Worker. • Identification of barriers to attendance and signposting of services to identified families/groups is clear and consistent, using Early Help. • The percentage of disadvantaged pupils who are persistently absent being below or in line with national other.
<p>To achieve and sustain improved wellbeing and personal development and enriched cultural capital for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, supported financially and actively encouraged by the school. • Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours. • Pupils are able to articulate high aspirations for themselves and their futures, having knowledge of the wider world around them.



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£300,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summative Assessment</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Formative Assessment</p> <p>Continue to implement and train teachers in the use of effective strategies to assess and feedback on learning in the classroom.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>There is strong evidence that gathering evidence of how well pupils are learning, and providing high quality feedback to pupils as a result of this evidence, is integral to effective teaching and learning.</p>	<p>1-7</p>
<p>Oracy</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will embed the Voice 21 and Word Aware resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Reading</p> <p>Phonics</p> <p>Purchase further Monster Phonics resources (a letters and sounds based scheme) to secure strong phonics teaching for all pupils.</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>



<p>Comprehension</p> <p>Continue to use Reading Detectives (based on MIDAS strategies) to teach inference strategies.</p> <p>English Hub</p> <p>The school will be a part of the English Hub in order to receive training and guidance from experts across the field.</p>	<p>Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension.</p> <p>The English Hub have a proven track record of impact of schools in which they have worked with. In particular regarding early reading. The school will also be eligible for funding through this.</p>	
<p>Writing</p> <p>Continue to review and develop teaching of writing with reference implementing and using 'The Write Stuff' model and with reference to EEF practice and guidance.</p>	<p>EEF KS2 Literacy guidance</p> <p>EEF KS1 Literacy guidance</p>	4
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.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</p>	3
<p>Wellbeing and Personal Development</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence 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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Knowledge rich curriculum</p> <p>Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and</p>	<p>Ofsted's research into the curriculum</p>	5



<p>social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.</p>	<p>highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.</p>	
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Targeted academic support

Budgeted cost: **£127,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and running of Voice 21 and NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by qualified teachers.</p>	<p>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</p>	<p>2</p>
<p>Provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>

Wider strategies

Budgeted cost: £42,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning linked to wellbeing and personal development.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, by:</p> <ul style="list-style-type: none"> • Embed Rights Respecting and Global Goals ethos and practice • Extend range of after school clubs to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. • Development of self regulation and metacognition skills. 	<p>There is extensive evidence 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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Additional support</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.</p>	<p>Research states that child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p>DFE: Promoting young peoples and pupils mental health and wellbeing</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a</p>	All



	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £469650

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 and 2025 to 2026 academic year.

Our external assessments during 2024/25 and 2025/2026 show that the attainment of disadvantaged pupils at Hazelbury was marginally lower than non-pupil premium pupils at Hazelbury in reading, writing and maths. However, disadvantaged pupils are out performing disadvantaged pupils nationally.

End of KS2 Evaluation

The three year trend shows that DA children are performing significantly above national disadvantaged pupils in achieving combined in reading, writing and maths +25. When comparing to national other the 3 year trend shows a positive gap of +3. Whilst the largest gap previously was in reading, this is now the case for maths. Where progress scores have been applicable DA children achieved a positive progress score in all areas, significantly above national.

MTC

Disadvantaged pupils performed in line with national other in their average score in 2024 increasing to +1.1 in 2025 demonstrating a positive trend. They significantly out perform disadvantaged pupils nationally +3.5 in 2025 and +2.4 in 2024. The attainment gap nationally is 2.4 with this being just 0.9 at Hazelbury in 2025, decreasing from 1.5 in 2024.

Phonics

Disadvantaged pupils achieved below national other -11 in 2025 a slight increase from 2024 - 8. They perform above national disadvantaged pupils + 6 percentage points in 2025 and +9 in 2024.. Nationally the gap is a 17 percentage-point difference but this is lower at Hazelbury - 11.

End of EYFS Evaluation

At the end of 2025 the EYFS profiles showed that in many areas our disadvantaged children perform in line with our non-disadvantaged children and out perform them in maths. This was also the case for 2024 with self-regulation. The % of disadvantaged children achieving a good level of development was significantly below the national other of children achieving the expected standard.

However when comparing disadvantaged children at Hazelbury with disadvantaged children nationally they do better, +10 in 2025 and +6 in 2026.

Attendance

Attendance absence rates are marginally below national for disadvantaged pupils (0.9%). Persistent absence rates are below national disadvantaged rates (-5.3%). This

shows Hazelbury disadvantaged pupils are attending more than disadvantaged children nationally and are persistently absent less.

Pupil wellbeing

Our assessments and observations indicated that pupil wellbeing and mental health was impacted by Covid 19, with the impact particularly acute for disadvantaged pupils. Pupil premium funding contributed to providing bespoke support through the use of extra adults, “hard” paper resources, prior to the use of Google classroom, regular “check ins” with vulnerable families and facilitating the use of chrome books for every child.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Funded Academics



Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.