

Pupil premium strategy statement

Haggonfields Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

Detail	Data
School name	Haggonfields Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	40% (+2.5% SPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2026
Date of First Review	September 2027
Statement authorised by	Philip Gawthorpe
Pupil premium lead	Colette Boness
Governor / Trustee lead	Philip Gawthorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58070
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	£58070

Part A: Pupil premium strategy plan

Statement of intent

At Haggonfields Primary School, we believe that every child, regardless of background or circumstance, deserves the opportunity to achieve their full potential. Our Pupil Premium Strategy is designed to remove barriers to learning, raise aspirations and ensure that disadvantaged pupils receive the support they need to thrive academically, socially and emotionally. We recognise that disadvantage does not define a child's potential and that pupils' needs are varied and complex. Therefore, our approach is responsive, evidence-informed and tailored to the specific context of our school.

Our disadvantaged pupils often face a combination of challenges, including lower attendance, gaps in language and reading development, lower attainment in writing and mathematics, social and emotional difficulties, and limited access to wider enrichment opportunities. A significant proportion of our disadvantaged pupils also have additional vulnerabilities, including SEND, adverse childhood experiences and involvement from external agencies. These factors can create substantial barriers to achievement and wellbeing.

The cornerstone of our strategy is high-quality teaching. We believe that excellent teaching has the greatest impact on closing attainment gaps and improving outcomes for all pupils. Alongside this, we provide carefully targeted academic interventions, pastoral support and enrichment opportunities to ensure that every disadvantaged pupil can access the full curriculum and wider life of the school.

Over the next three years, our strategy will focus on five key priorities:

- Improving attendance and reducing persistent absence.
- Developing pupils' language, vocabulary and reading skills.
- Raising attainment in writing and mathematics.
- Supporting pupils' social, emotional and mental health needs.
- Enhancing cultural capital through enrichment, educational visits and wider experiences.

We will ensure that barriers are identified early through robust assessment, attendance monitoring, pastoral systems and strong partnerships with families. We will continuously evaluate the impact of our provision and adapt our approach where necessary to ensure that funding is used effectively and delivers the greatest possible benefit for disadvantaged pupils.

Ultimately, our aim is that disadvantaged pupils attend school regularly, achieve well from their starting points, develop confidence and resilience, enjoy a wide range of enriching experiences and leave Haggonfields fully prepared for the next stage of their education and future lives.

Our Context

- **40% of pupils are eligible for Pupil Premium**, significantly above the national average of approximately 25%, meaning a large proportion of pupils face socio-economic barriers that can impact learning, attendance and wider life opportunities.
- The proportion of disadvantaged pupils has remained consistently high and continues to present a significant focus for school improvement and resource allocation.
- The school serves an area identified as **IDACI Decile 3**, indicating that many pupils live within the 30% most deprived communities nationally.
- **79% of referrals to external agencies involve disadvantaged pupils**, demonstrating the disproportionate level of social, emotional, safeguarding and family support needs experienced by this group.
- Attendance remains a significant barrier for disadvantaged pupils, with Pupil Premium attendance currently at **88%**, considerably below national figures. Persistent absence continues to impact learning and attainment.
- A high proportion of disadvantaged pupils have additional vulnerabilities, including SEND, SEMH needs, adverse childhood experiences and involvement from external services, creating multiple barriers to achievement.
- Leaders recognise that many disadvantaged pupils have fewer opportunities to access enrichment activities, cultural experiences and wider opportunities beyond their local community. As a result, the school actively seeks to remove financial barriers and broaden pupils' experiences through trips, clubs and enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance and Persistent Absence This is the most significant challenge. Evidence: • PP attendance = 88% • FSM attendance = 87.7% • SEND attendance = 85.5% • All are significantly below national averages. Barrier statement: Attendance rates for disadvantaged pupils are significantly below national averages. Persistent absence results in lost learning time, reduced attainment and fewer opportunities to engage with wider school life.

2	Weak Reading, Vocabulary and Communication Skills Reading is the gateway to the whole curriculum. Evidence: • 55% of pupils struggling with reading are disadvantaged. • Reading outcomes remain below national averages. • Vocabulary and communication weaknesses are identified from EYFS through KS2. • Lightning Squad is beginning to have impact but gaps remain. Barrier statement: Many disadvantaged pupils enter school with delayed language development and continue to experience gaps in vocabulary, reading fluency and comprehension which limit access to the wider curriculum.
3	3. Low Attainment in Writing and Mathematics I would merge these rather than having separate challenges. Evidence: • KS2 Writing 7% • KS2 Maths 27% • Monitoring identified inconsistencies in teaching and assessment. • 70% of pupils experiencing difficulties in maths are disadvantaged. Barrier statement: Disadvantaged pupils do not consistently achieve as well as their peers in writing and mathematics due to gaps in prior learning, inconsistent attendance and historical weaknesses in curriculum delivery.
4	High Levels of Social, Emotional and Mental Health Need This is a major feature of your context. Evidence: • 30% SEND. • 23% SEMH on SEND register. • 79% of referrals involve disadvantaged pupils. • 100% of pupils identified as highest risk through ACEs work are disadvantaged. Barrier statement:

	A significant proportion of disadvantaged pupils experience social, emotional and mental health challenges which affect attendance, behaviour, resilience and engagement with learning.
5	Limited Cultural Capital and Life Experiences This remains important given the deprivation context. Evidence: • IDACI Decile 3. • Leaders identify limited access to clubs, visits and wider experiences. • Significant PP proportion (40%-45%). Barrier statement: Many disadvantaged pupils have limited access to enrichment opportunities and experiences beyond their immediate community, restricting cultural capital, aspirations and vocabulary development.

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
Improve Attendance To improve the attendance and engagement of disadvantaged pupils, reducing persistent absence and ensuring pupils are able to access the full curriculum.	• Disadvantaged pupil attendance increases from 88% to at least 92% by July 2027. • Persistent absence among disadvantaged pupils reduces by at least 10 percentage points from the 2025-26 baseline. • Attendance of disadvantaged pupils improves more rapidly than the previous academic year. • Attendance gap between disadvantaged pupils and national attendance narrows.

Improve Reading, Vocabulary and Communication To improve communication, vocabulary, reading fluency and reading comprehension for disadvantaged pupils across all year groups.	• At least 75% of disadvantaged pupils achieve the Phonics Screening Check. (2026 baseline 58% whole cohort.) • The proportion of disadvantaged pupils achieving age-related expectations in reading increases in all year groups. • Reading intervention data shows at least 80% of pupils make expected or better progress. • Pupils demonstrate improved vocabulary and confidence when speaking about their learning.
Improve Writing and Mathematics To improve attainment and progress in writing and mathematics for disadvantaged pupils.	• At least 70% of disadvantaged pupils achieve age-related expectations in mathematics by the end of KS1 and KS2. • At least 70% of disadvantaged pupils achieve age-related expectations in writing by the end of KS1 and KS2. • The attainment gap between disadvantaged pupils and non-disadvantaged pupils reduces across writing and mathematics. • All disadvantaged pupils receiving intervention demonstrate measurable progress from their starting points.
Social, Emotional and Mental Health To improve wellbeing, resilience and readiness to learn for disadvantaged pupils. Context • 30% SEND • 21 pupils with SEMH needs • 79% of referrals involving disadvantaged pupils.	• behaviour incidents involving disadvantaged pupils reduce from the 2025-26 baseline. • Pupils accessing ELSA, nurture and pastoral support demonstrate positive progress against individual targets. • 100% of identified pupils have access to appropriate wellbeing support. • Pupil voice shows pupils can identify trusted adults and strategies to support their wellbeing
Cultural Capital and Enrichment To ensure disadvantaged pupils have equitable access to enrichment opportunities and wider experiences.	• 100% of disadvantaged pupils access at least one educational visit each year. • 100% of disadvantaged pupils are offered participation in clubs and enrichment opportunities. • Participation of disadvantaged pupils in clubs, visits and residential experiences is broadly in line with their peers. Pupil voice demonstrates improved aspirations and knowledge of opportunities beyond their local community.

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 23596

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD For staff engaging with Early communication to have quality interactions promoting a rich use of language. So that all pupils especially those who are disadvantaged are in line with expected language skills	Nurturing Early Communication & Language Skills in Child Development https://nationalcollege.com/webinars/child-development-in-the-eyfs SALT – engage with service to support follow up learning in school Wellcomm https://www.gl-assessment.co.uk/assessments/products/wellcomm/	Challenge Numbers 2, 3 Budget National College £995.00
CPD The school will provide staff with practical advice and guidance around delivering evidence-based interventions to help impact pupil attainment. Especially those who are disadvantaged Headteacher-led professional development programme focused on adaptive teaching, high-quality first teaching, vocabulary development, SEND provision and effective intervention delivery to improve outcomes for disadvantaged pupils. - Adaptive Teaching for SEND and Disadvantaged Pupils - Trauma-Informed Practice and Emotional Regulation - Vocabulary and Oracy Development	Pupil Premium Interventions https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/ Delivering Interventions https://nationalcollege.com/webinars/one-to-one White Rose Maths https://whiteroseeducation.com/professional-development/webinars?_page=2 Success for All training (including Reading Quest) https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e ISHA handwriting scheme training	Challenge Numbers 1,2,3,4 Budget National college (earlier budget) Success for All £712.00 White Rose Maths £208.00 £295 £1000 Leadership time

• ISHA Writing and Presentation Training • Effective Deployment of Teaching Assistants		
Staff Lead For staff to audit across school that all pupils especially those who are disadvantaged are accessing experiences that extend their cultural capital	https://educationendowmentfoundation.org.uk/news/learning-about-culture	Challenge Numbers 4, 5 Budget Staff training time, sharing with staff from other SNMAT schools. £1,400
CPD We will engage with the Primary Reading for Pleasure Support Package – Nottinghamshire Library Service A 'booktalk' for staff to improve their knowledge of books	Reading for Pleasure https://www.inspireculture.org.uk/services-schools/els/reading-for-pleasure/	Challenge Numbers 2,5 Budget 2 x Inspire – Reading for Pleasure £236.00
CPD We will provide all staff with training to deliver phonics sessions that show full fidelity to the phonics scheme	Inspiring a lifelong love of reading https://fft.org.uk/phonics/	Challenge Numbers 2 Budget SFA training (earlier budget) Staff training time £700
CPD The school will engage with the Bassetlaw Primary Behaviour Partnership engaging in courses for groups and individuals	https://bpbp.co.uk/	Challenge Numbers 4 Budget Staffing cover £1,050

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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We will use Intervention to deliver well-researched, structured literacy programmes designed to address children's barriers to attainment in communication and language and reading. • Welcomm • Tutoring with the Lightning squad (SFA) • Reading Quest • White Rose Maths	Wellcomm https://www.gl-assessment.co.uk/assessments/products/welcomm/ The FFT literacy Journey https://fft.org.uk/literacy/ Lightning squad reading catch-up programme https://fft.org.uk/tutoring/ White Rose Maths Oral language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reading Assessment programme https://fft.org.uk/literacy/reading-assessment-programme/ White Rose Maths Pre-Teach programme https://whiteroseeducation.com/resources?subject=primary+maths&year=nursery Teach Active programme	Challenge Numbers 2,3 Budget lightning squad (earlier budget) Budget Staffing £1,500 SFA Book Resources £2,000 WRM Resources £2,000
We will expand book and reading opportunities. We ensure high quality text are available for pupils to read across this is in the classroom and library. The school environment has a text rich culture. Pupils are actively encouraged to take books home to share with family.	The reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	Challenge Numbers 2 Budget Book resources £2,500
The school will provide a broad programme of enrichment opportunities through staff-led sporting activities, lunchtime clubs, choir, musical performances, curriculum enrichment days and educational visits. These opportunities will ensure disadvantaged pupils can participate fully in experiences that develop confidence, teamwork, creativity and cultural capital regardless of financial circumstances.	Educational visits, curriculum WOW days and enrichment experiences provide pupils with valuable first-hand learning opportunities that extend cultural capital, develop vocabulary and improve engagement with the curriculum. Research from the Education Endowment Foundation indicates that outdoor and enrichment experiences can have a positive impact on confidence, motivation, communication skills and academic outcomes. These opportunities are particularly important for disadvantaged pupils who may otherwise have limited access to wider experiences beyond their local community.	Challenge Numbers 4,5 Budget External services

The school will provide additional Year 6 booster sessions before and/or after school to support disadvantaged pupils in reading, writing and mathematics. Sessions will be delivered by experienced teaching staff and will focus on addressing identified gaps in learning, improving confidence and preparing pupils for end of Key Stage 2 assessments.	EEF comment on Key Stage 2 attainment data https://educationendowmentfoundation.org.uk/news/eeef-comment-on-ks2-attainment-data Small-group tuition is identified by the Education Endowment Foundation as a high-impact, cost-effective approach that can accelerate progress when targeted appropriately and delivered by skilled practitioners.	Challenge Numbers 2,3,4 Budget Teacher overtime for three weekly booster groups: £5,000
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20766

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide a daily breakfast club between 7.30am – 8.30am offering a range of healthy options for breakfast. This will provide consistency, structure, clear boundaries and routines. Two support staff will run this. The club will be subsidised for all children eligible for PPG.	Breakfast Club https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976	Challenge Numbers 1, 4 Budget DFE FUNDED
We will provide nutritious food for all pupils. We will provide milk and fruit at break in addition to that funded. This will ensure those in receipt of PPG have a nutrition prior to their lunch.	Breakfast boosts attainment including reading https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/ Consistency, structure and routines: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour	Challenge Numbers 1,2,4 Budget Dfe FUNDED
Nurture Hub and Breakfast Provision The school will establish a daily Nurture Hub operating each morning to provide a calm, structured and supportive start to the school day for up to 12 identified disadvantaged pupils. Pupils will be offered a healthy	• EEF Social and Emotional Learning guidance. • EEF evidence on breakfast provision and improved readiness to learn. • School attendance and SEMH data identifying disadvantaged pupils as disproportionately affected by attendance and wellbeing concerns. • Bounce Together surveys show low wellbeing scores.	Challenge Numbers 1.4 Staffing £10750 Resources £1500

breakfast alongside opportunities for emotional check-ins, attendance support and readiness-for-learning activities. The provision will focus on developing pupils' emotional wellbeing, confidence and engagement in learning, while also fostering positive relationships with families and providing early intervention where attendance concerns are identified. The Nurture Hub will support pupils in developing the self-regulation skills needed to access learning successfully and participate fully in school life.		
Provide access to planned and responsive brain break sessions throughout the school day for pupils requiring support with emotional regulation, attention, sensory needs and readiness to learn. Sessions of up to 10 minutes will be delivered as required and may include movement breaks, sensory activities, regulation strategies and adult support.	High levels of SEMH need across school. 30% of pupils are identified with SEND and 21 pupils present with SEMH needs. Many disadvantaged pupils experience additional barriers including ACEs, anxiety and emotional dysregulation. Effective self-regulation strategies can improve engagement, behaviour and readiness to learn.	Challenge numbers 4 Staffing £7000
We will provide a full programme of educational visits, core experiences and termly enrichment clubs during academic year 2025-26. All of these experiences will be subsidised for pupils in receipt of PPG.	Benefits of offsite visits and outdoor learning: https://oeapng.info/downloads/making-the-case/	Challenge Numbers 4, 5 Budget Subsidised trips £4000
Spare uniform and all weather wear for outdoor activities.	Benefits of active and outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	Challenge Numbers 4, 5

We will engage with external services that provide opportunities for pupils to share worries, concerns and to engage with wider opportunities.	Young Carers Nottinghamshire https://carershub.carersfederation.co.uk/ Children's Bereavement Centre https://www.childrensbereavementcentre.co.uk/	Challenge Numbers 4, 5 Staffing £2,500
The school will provide targeted ELSA (Emotional Literacy Support Assistant) interventions for disadvantaged pupils identified as requiring support with emotional regulation, anxiety, self-esteem, social skills and resilience. Sessions will be delivered individually and in small groups and will complement the work of the Nurture Hub and wider pastoral provision	• EEF Social and Emotional Learning guidance indicates that supporting pupils' social and emotional development can have a positive impact on academic outcomes as well as wellbeing. • School data demonstrates significant SEMH need, with 30% of pupils identified with SEND and 21 pupils presenting with SEMH needs. • Attendance and safeguarding information suggests disadvantaged pupils experience a disproportionate number of social and emotional barriers to learning.	Challenge number 4 Staffing £3000
The school will provide attendance incentives and rewards to encourage improved attendance, punctuality and engagement for disadvantaged pupils. The school will provide termly reward experiences and educational visits for disadvantaged pupils who demonstrate improved attendance, punctuality, resilience and engagement with school. These opportunities will promote positive attitudes towards school, increase motivation and develop pupils' cultural capital.	Attendance remains a significant barrier to achievement for disadvantaged pupils. School attendance data shows that attendance for disadvantaged pupils is currently 88%, compared to 93% for girls and 89.7% for boys. Attendance for pupils with SEND is 85.5% and attendance for pupils eligible for Free School Meals is 87.7%, all significantly below the national average of 94.7%. Persistent absence continues to impact learning, attainment and wider participation in school life. Positive attendance incentives, strong relationships with families and targeted support for vulnerable pupils aim to improve attendance, punctuality and engagement	Challenge number 1,5 £2500

The school will engage with the Bassetlaw Primary Behaviour Partnership making referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion. The school will facilitate bespoke work and act on advice given. We will provide staffing to implement the advice given	https://bpbp.co.uk/	Challenge Numbers 3, 4 Budget Staffing £5,616
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Total budgeted cost: £ 49362

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.

To improve oral language skills and vocabulary –

The school continued to prioritise communication and language through the use of WellComm assessments, targeted interventions and high-quality adult interaction. EYFS remains a strength of the school and children entered with starting points that were frequently below age-related expectations, particularly in communication and language. Staff used assessment effectively to identify gaps and provide timely support.

Monitoring indicates that pupils involved in language interventions made progress from their starting points and developed greater confidence in speaking and listening. However, leaders recognise that vocabulary development and oral language remain barriers for a significant proportion of disadvantaged pupils across the school. This remains a key strategic priority for 2026-27

To ensure all pupils entitled to PP learn to read – The school continued to invest in FFT Success for All phonics and reading interventions, including Lightning Squad. EYFS outcomes remained comparatively strong and Year 2 phonics re-check outcomes were positive, with all but one pupil meeting the expected standard. Leaders also identified early evidence that Lightning Squad was beginning to have a positive impact on reading fluency and confidence. =

Despite these successes, overall reading outcomes remain below national expectations, particularly at Key Stage 2. Following moderation with SNMAT and RISE colleagues, assessment information was adjusted to provide a more accurate picture of attainment. Outcomes showed that disadvantaged pupils continue to face significant barriers in reading and leaders recognised the need for greater consistency in teaching, assessment and intervention delivery. Improving reading outcomes therefore remains a major focus for the current strate

To ensure all pupils entitled to PP have good mental health and well-being

Significant investment was made in pastoral support, mentoring, ELSA provision and wellbeing interventions. Staff developed increasingly effective systems for identifying vulnerable pupils and ensuring support was in place. Many disadvantaged pupils accessed targeted wellbeing support and leaders observed improvements in engagement, emotional regulation and readiness to learn for those individuals.

Nevertheless, the school's context presents ongoing challenges. A high proportion of disadvantaged pupils experience additional vulnerabilities, including SEND, adverse childhood experiences and involvement from external agencies. As a result, support for emotional wellbeing remains a substantial priority. The school will further strengthen nurture provision, ELSA support and targeted pastoral interventions during 2026-27

To ensure all pupils entitled to PP have full access to a wide range of further opportunities at school. The school successfully ensured that disadvantaged pupils were able to access a broad range of enrichment opportunities through subsidised trips, clubs, sporting activities and curriculum enhancement experiences. Pupils participated in educational visits including Whitby, Southwell Workhouse, Safety Zone, sports activities, swimming and music events. Participation in breakfast clubs, lunch clubs and after-school activities helped remove barriers to engagement.

Leaders believe these opportunities positively supported personal development, cultural capital and engagement with learning. The school remains committed to ensuring financial disadvantage does not prevent pupils from accessing the full range of opportunities available.

To ensure all pupils entitled to Pupil Premium develop strong mathematical understanding

Additional support was provided through White Rose Maths resources, pre-teaching activities and targeted interventions. Progress reviews and assessment analysis showed that some disadvantaged pupils benefited from enhanced support and increased opportunities to practise key mathematical concepts.

However, moderation and school monitoring identified inconsistencies in teaching and assessment across some year groups, particularly within Key Stage 2. End-of-year outcomes demonstrate that mathematics attainment remains below national expectations and that gaps between disadvantaged pupils and their peers persist. Consequently, improving teaching quality, mathematical fluency and intervention provision will continue to be a priority moving forward.

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

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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)

Additional Activity – Haggonfields Primary

Our Pupil Premium strategy will be strengthened by additional initiatives that are not funded through Pupil Premium. These include:

Examples are

- Expanding outdoor learning through grants and donations from Nature Park and Tesco, supporting the physical and mental well-being of pupils and their families.

Leaders and staff recognise that Pupil Premium-eligible pupils face a range of different barriers to learning, each requiring a personalised approach. To ensure provision is effective, we have reviewed pupil progress data, spoken with parents and carers, and drawn on findings from quality assurance activities. This has helped us to identify individual strengths and areas for development, allowing us to tailor support more accurately.

Our strategy is informed by trusted educational research and has been developed through collaboration between staff, governors, and colleagues across our Trust working in a variety of school contexts.

