

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.

School overview 2025 -2026

| Detail | Data |
|---|-------------------------------------|
| School name | Haggonfields Primary School |
| Number of pupils in school | 87 (80 KS1 and KS2) |
| Proportion (%) of pupil premium eligible pupils | 45% (+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 | October 2025 |
| Date of First Review | September 2026 |
| Statement authorised by | Philip Gawthorpe |
| Pupil premium lead | Elaine Grierson |
| Governor / Trustee lead | Philip Gawthorpe |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £49,995 |
| 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 | £49,995 |

Part A: Pupil premium strategy plan

Statement of intent

At Haggonfields' Primary School, we aim to ensure that every pupil—regardless of their background or the challenges they encounter—makes strong progress from their individual starting point. We strive to understand each pupil's unique strengths and needs, using our time and resources effectively to promote learning and development in all areas.

When deciding how to use Pupil Premium funding, we consider the unique context of our school and the challenges we face, alongside the evidence and research provided by the EEF. Common barriers to learning for disadvantaged pupils can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Some children may also face complex family circumstances that hinder their ability to thrive. These challenges are diverse, and there is no single solution that works for everyone.

We will make sure that all teaching staff are actively involved in analysing data and identifying pupils' needs, enabling them to develop a clear understanding of the school's overall strengths and areas for improvement.

High-quality teaching lies at the core of our approach, with targeted support in the areas where disadvantaged pupils need it most. Research shows that this has the greatest impact on narrowing the attainment gap, while also enhancing outcomes for non-disadvantaged pupils. The outcomes outlined below also reflect our commitment to sustaining and improving the achievement of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

Our Context

- 45% pupil premium pupils is significant higher than the national average of 25.7%
- Our number of pupil premium children has been rising over previous years.
- IDACI Decile 3 indicates we are in the top 30% of most deprived areas.
- 79% of referrals to outside agencies are for pupil premium pupils.

In order to ensure equality of opportunity, we aim to:

- Deliver a progressive and well-sequenced curriculum that enables children to build the knowledge and skills they need to succeed, while providing engaging and stimulating learning opportunities that spark curiosity and meet the needs of all pupils.
- Enable all pupils, irrespective of background, to play a full and active role in society by prioritising literacy and numeracy skills so that children have the necessary vocabulary, listening, communication and fluency skills they need in order to be successful.
- Provide opportunities for enhancing physical and emotional health and wellbeing, to improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Our intention is to:

- Prioritise Quality First Teaching for all children.
- Provide Continuing Professional Development opportunities for all staff.
- Use robust assessment measures to ensure that underperformance, special educational needs and emotional concerns are addressed rapidly and successfully.
- Provide all pupils with opportunities to enrich their education, widen their life experiences and impact positively on their progress and learning.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Less well-developed language skills (the ability to form sentences, express needs, process information, follow instructions, resolve conflicts, use and understand age-appropriate vocabulary). 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 among our disadvantaged pupils. |
| 2 | Less well-developed reading skills (sometimes a result of limited exposure to books and stories, low parental confidence in their own literacy skills, fewer opportunities for reading outside of school). Assessments show 55% of those experiencing difficulties with reading are disadvantaged. We know that achievement in early literacy skills is crucial for future success overall. |
| 3 | Less well-developed mathematical understanding (often linked to limited opportunities for problem-solving and number-rich activities beyond school, reduced confidence from parents in supporting maths at home, and gaps in early number sense). Assessments show that 70% of those experiencing difficulties in maths are disadvantaged. We recognise that secure foundations in early mathematical skills are essential for future success across the curriculum. |
| 4 | Mental health needs because of multiple vulnerabilities (lower self-esteem and confidence, weaker resilience and strength to overcome challenges, sometimes communicated through challenging behaviour). Assessing pupil's ACEs (adverse childhood experiences) shows 100% of those at high risk with significant barriers are our disadvantaged pupils. This represents 20% of our PP pupils, These challenges can adversely impact on attainment. |

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| 5 | <p>Fewer wider experiences leading to a lack of cultural capital (knowledge and understanding).</p> <p>We recognise that many children in our community lack the opportunity to take part in wider experiences, including but not limited to educational visits, sporting events and afterschool clubs. This particularly affects our disadvantaged pupils and can lead to a narrowing of experience for them.</p> |
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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 |
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| <p>To improve oral language skills and vocabulary for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS, using quality first strategies and evidence based speech and language interventions.</p> | <p>80% of pupils entitled to PP achieve expected+ in CL at the end of the EYFS.</p> <p>80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1.</p> <p><i>Pupils' interactions will demonstrate understanding and the ability to use a wide range of appropriate vocabulary.</i></p> |
| <p>To ensure all pupils entitled to Pupil Premium learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence based interventions.</p> | <p>66% of pupils entitled to PP achieve 'early learning goal' in Literacy at the end of the EYFS.</p> <p>80% pupils entitled to PP achieve expected+ in Reading at the end of KS1 and KS2.</p> <p><i>Pupils demonstrate a love for books and reading through their independent choices and engagement.</i></p> |
| <p>To ensure all pupils entitled to Pupil Premium develop strong mathematical understanding, with a clear focus on secure number knowledge and fluency, through high-quality teaching of mathematics and the use of evidence-based interventions.</p> | <p>66% of pupils entitled to PP achieve 'early learning goal' in Maths at the end of the EYFS.</p> <p>80% pupils entitled to PP achieve expected+ in Maths at the end of KS1 and KS2.</p> |
| <p>To ensure all pupils entitled to Pupil Premium have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.</p> | <p>Children can talk about their feelings and can identify trusted adults in school.</p> <p>School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress.</p> <p>Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious.</p> |
| <p>To ensure all pupils entitled to PP have full access to a wide range of further opportunities at school. Including but not limited to clubs, visits and residential and have opportunities to work with artists, musicians and sports specialists to build their cultural capital.</p> | <p>Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data.</p> <p>Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary.</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 £5,366

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>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</p> | <p>Nurturing Early Communication & Language Skills in Child Development https://nationalcollege.com/webinars/child-development-in-the-evfs</p> <p>SALT – engage with service to support follow up learning in school</p> <p>Time to talk https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/time-talk/ Socially Speaking, The Friendship Formula</p> <p>Wellcomm https://www.gl-assessment.co.uk/assessments/products/wellcomm/</p> | <p>Challenge Numbers 1, 2, 4</p> <p>Budget National College £995.00 Time to Talk Socially Speaking The Friendship Formula £65.00</p> |
| <p>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</p> | <p>Pupil Premium Interventions https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/</p> <p>Delivering Interventions https://nationalcollege.com/webinars/one-to-one</p> <p>White Rose Maths https://whiteroseeducation.com/professional-development/webinars?_page=2</p> <p>Success for All training (including Reading Quest) https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e</p> <p>Teach Active</p> | <p>Challenge Numbers 1, 2, 3</p> <p>Budget National college (earlier budget) Success for All £712.00 White Rose Maths £208.00</p> |
| <p>Staff Lead For staff to audit across school that all pupils especially those who are disadvantaged are accessing experiences that extend their cultural capital</p> | <p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> | <p>Challenge Numbers 4, 5</p> <p>Budget Staff training time, sharing with staff from other SNMAT schools. £1,400</p> |
| <p>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</p> | <p>Reading for Pleasure https://www.inspireculture.org.uk/services-schools/els/reading-for-pleasure/</p> | <p>Challenge Numbers 2,5</p> <p>Budget 2 x Inspire – Reading for Pleasure £236.00</p> |

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| <p>CPD We will provide all staff with training to deliver phonics sessions that show full fidelity to the phonics scheme</p> | <p>Inspiring a lifelong love of reading https://fft.org.uk/phonics/</p> | <p>Challenge Numbers 2 Budget SFA training (earlier budget) Staff training time £700</p> |
| <p>CPD The school will engage with the Bassetlaw Primary Behaviour Partnership engaging in courses for groups and individuals</p> | <p>https://bpbp.co.uk/</p> | <p>Challenge Numbers 4 Budget Staffing cover £1,050</p> |

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

Budgeted cost: £13,004

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| <p>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.</p> <ul style="list-style-type: none"> • Welcomm • Tutoring with the Lightning squad (SFA) • Reading Quest • White Rose Maths | <p>Wellcomm https://www.gi-assessment.co.uk/assessments/products/welcomm/</p> <p>The FFT literacy Journey https://fft.org.uk/literacy/</p> <p>Lightning squad reading catch-up programme https://fft.org.uk/tutoring/</p> <p>White Rose Maths</p> <p>Oral language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading Assessment programme https://fft.org.uk/literacy/reading-assessment-programme/</p> | <p>Challenge Numbers 1, 2, 3</p> <p>Budget lightning squad (earlier budget)</p> <p>Budget Staffing £1,500 SFA Book Resources £2,000 WRM Resources £2,000 Concrete Resources for Teach Active £2,000</p> |
| | <p>White Rose Maths Pre-Teach programme https://whiteroseeducation.com/resources?subject=primary+maths&year=nursery</p> <p>Teach Active programme</p> | |

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| <p>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.</p> | <p>The reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> | <p>Challenge Numbers 1,2</p> <p>Budget Book resources £2,500</p> |
| <p>We will expand opportunities for engagement with external providers. Pupils having opportunities in coaching, music,</p> | <p>Workshop Town Coaching https://palmer-school-of-excellence.classforkids.io/venue/1/workshop-town-football-club REAL -PE coaching programme Inspire Music Teaching – group lessons - 30-minute ensemble https://www.inspireculture.org.uk/services-schools/music-teaching/</p> | <p>Challenge Numbers 4,5</p> <p>Budget External services WTC £1,200 REAL PE £500 Inspire Music £954</p> |
| <p>We will provide booster support for those who are disadvantaged enabling the access to national assessment tests. Giving opportunities in line with their peers</p> | <p>EEF comment on Key Stage 2 attainment data https://educationendowmentfoundation.org.uk/news/eef-comment-on-ks2-attainment-data</p> | <p>Challenge Numbers 2,3,4</p> <p>Budget Staffing £350.00</p> |

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

Budgeted cost: £ 29.996

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>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.</p> <p>Two support staff will run this. The club will be subsidised for all children eligible for PPG.</p> | <p>Breakfast Club https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976</p> | <p>Challenge Numbers 2, 4, 5</p> <p>Budget Staffing – £8,424 Resources - £1,000</p> |
| <p>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.</p> | <p>Breakfast boosts attainment including reading https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/</p> <p>Consistency, structure and routines: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p> | <p>Challenge Numbers 2, 4, 5</p> <p>Budget Break - £500 Breakfast - £500</p> |
| <p>We will provide wellbeing support during three lunch times (lunch club)</p> <p>Paired or individual wellbeing sessions 3 afternoons per week</p> <p>Meet and greet in a morning to settle pupils into their school day.</p> <p>Emotional support during PE sessions.</p> <p>This will ensure those identified as needing emotional support including disadvantaged pupils are supported to manage their emotions.</p> | <p>Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>ELSA support https://www.elsa-support.co.uk/about-elsa-support/</p> | <p>Challenge Numbers 4</p> <p>Budget Staffing – £7,656 Resources £1,000</p> |
| <p>We will provide a full programme of educational visits, core experiences and termly enrichment clubs during academic year 2025-26.</p> <p>All of these experiences will be subsidised for pupils in receipt of PPG.</p> | <p>Benefits of offsite visits and outdoor learning: https://oeapng.info/downloads/making-the-case/</p> | <p>Challenge Numbers 1, 4, 5</p> <p>Budget Subsidised trips £1,800 Outdoor learning equipment £2,629</p> |
| <p>Spare uniform and all weather wear for outdoor activities.</p> | <p>Benefits of active and outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | <p>Challenge Numbers 4, 5</p> <p>Budget</p> |

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|---|---|---|
| | | Resources £1,000 |
| 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 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 |

Total budgeted cost: £ 49,995

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 – Through the implementation of the Wellcomm intervention, which is introduced to all pupils in their first year of Nursery and continues where needed into Reception. For disadvantaged pupils entering Nursery, 17% were at the expected level of development, while by the end of Reception, 33% (of those at school) July 2025 achieved the Early Learning Goal for Communication and Language.

To ensure all pupils entitled to PP learn to read – The phonics scheme 'success for all' and associated shared reading programme have ensured that 75% of disadvantaged pupils achieved phonics screening. The Early Learning Reading Data shows 63% disadvantaged pupils achieved the ELG for reading. At the end of KS1 50% of disadvantaged pupils' achieved the expected standard. At the end of KS2 again 50% of disadvantaged pupils' achieved the expected standard. This again against an entry level of 17% of pupils on average being at age expected level for communication and language.

To ensure all pupils entitled to PP have good mental health and well-being – Pupils engaged in mentoring session delivered by outside provider. Recording of wellbeing managing emotions over the year showed a reduced amount of incidents by pupils who were supported by these sessions. 72% of pupil premium pupils accessed sessions.

To ensure all pupils entitled to PP have full access to a wide range of further opportunities at school. Pupil premium pupils were able to access a full range of opportunities. Attendance of breakfast and after school clubs identified a large number of pupils

in receipt of the PPG attended, those who did not access any of these clubs were provided with lunch clubs within the school day. 38% of those attending breakfast club were in receipt of PPG, 32% of those attending after school clubs were in receipt of PPG. Pupils in receipt of PPG had subsidised educational visits.

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 |
|-----------|----------|
| | |
| | |

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? | Pupils accessed wellbeing sessions. Engaging in opportunities to talk and discuss their emotions. Small group teaching opportunities gave nurturing learning opportunities. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils either achieved academically in line with age related expectations or made rapid progress and expected to reduce the gap in future years. |

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.
- Running after-school reading clubs for identified pupils in Year 2 and Year 6, providing targeted support and extra practice from qualified teachers.

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.

