

Pupil premium strategy statement

School overview

Detail	Data
School name	Little Hadham Primary
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sinead Connolly
Pupil premium lead	Sinead Connolly
Governor / Trustee lead	Katherine Nellums

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29600
Recovery premium funding allocation this academic year	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

At Little Hadham Primary, we are confident that a better school for all pupils is a better school for those from disadvantaged backgrounds, which is why being the best we can be, is our ultimate goal. Our strategy plan is rooted in a thorough understanding of both academic and non-academic challenges, ensuring that our disadvantaged pupils receive the comprehensive support they need to thrive.

In summary, the key principles of our strategy plan are:

- To ensure that the teaching and learning opportunities, in conjunction with targeted support, both academic and otherwise, at Little Hadham Primary meet the needs of all our pupils, underpinned by consistently high expectations for the achievement of all pupils, regardless of background.
- This in turn will lead to us closing the gap between pupil premium and non- pupil premium pupils, by the time our pupils leave us at the end of KS2. Our approach to Pupil Premium focuses on the following key areas:

1. **High-Quality Teaching**

We prioritise delivering high-quality teaching as the foundation for improving pupil outcomes. This ensures that all children, particularly those eligible for Pupil Premium, benefit from engaging and effective classroom instruction. Our internal tracking system plays a crucial role here, enabling us to monitor progress closely, identify needs swiftly, and make evidence-informed decisions about academic support and intervention.

2. **Targeted Academic Support**

Beyond general classroom teaching, we provide targeted support for pupils who require additional help. This includes interventions informed by research, particularly insights from the Education Endowment Foundation (EEF) and best practices from Herts for Learning. By addressing individual academic needs, we aim to close the gap in attainment by the end of Key Stage 2.

3. **Wider School Experiences and Non-Academic Support**

Recognising the impact of non-academic factors, we focus on supporting pupils' wellbeing, attendance, mental health, and access to extracurricular activities. This includes encouraging participation in school clubs and extracurricular opportunities, with a special emphasis on music—an area of pride in our curriculum. Collaborating with external organisations also ensures that our pupils have access to resources and experiences that enrich their school life and personal development.

In implementing this model, we are dedicated to fostering an inclusive, supportive environment where all pupils can achieve their best. At Little Hadham Primary, we firmly believe that by making our school better for everyone, we make it better for those facing additional challenges.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gaps across core subject areas Reading, Writing, Maths including phonics screening and the multiplication check. Some of our disadvantaged pupils are not receiving the regular reinforcement of core skills outside of school – reading, number facts, spelling.
2	Under-developed oral language and written skills and vocabulary gaps among many disadvantaged pupils, impacting attainment and curriculum engagement
3	Disadvantaged pupils in the school have more limited life experiences beyond their home and immediate community impacting engagement of disadvantaged pupils with wider curriculum enrichment, clubs and lower aspirations.
4	Low self-esteem/anxieties & emotional wellbeing impacting engagement with school activities, attendance and behaviour for some pupil. There are a number of pupils who need additional support such as counselling, which will impact upon their emotional and mental health and ultimately their learning.

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
A narrowed gap in attainment and progress between our PPG pupils and their non-PPG peers, in school and nationally.	<p>PPG pupils will reach the expected standard for their year group in Reading, Writing & Maths.</p> <p>PPG pupils in Reception, will make rapid progress upon entering our school, so that they are able to meet age related expectations and make the best possible start to the time with us.</p> <p>PPG pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4). Scaled scores of PPG pupils' SATs in Years 2 and 6 will be in line with their non-PPG peers.</p> <p>Targeted and bespoke CPD to support staff in all areas of the curriculum, with a focus on Phonics & Early Reading, Maths Mastery & the use of both EEF Pupil Premium Toolkit and OFSTED Research Reviews to support the pedagogy behind our teaching and learning approach at Little Hadham Primary.</p>
The language deficit for students in receipt of pupil premium funding is diminished.	All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. Displays are created in classrooms to

<p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. All pupils have access to enriching texts across all ages and abilities</p>	<p>support this and knowledge organisers focus on key vocabulary.</p> <p>Targeted pupils receive additional speech and language therapy and intervention (WellComms support)</p> <p>Parents are engaged in the development of their child's speech and language.</p> <p>Pupils read regularly at school and at home, and are read high quality texts. They have access to high quality books for individual and guided reading.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>Increased % of PP pupils are working at ARE or above across the school in phonics and reading</p> <p>Pupils are taught using fidelity to one phonics programme, to which books are closely matched.</p>
<p>All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.</p>	<p>High engagement with families. Pupils access the wider curriculum/enrichment opportunities.</p> <p>Teachers and support staff will plan a wide range of visits, and memorable experiences to inspire and enhance learning and make it memorable.</p> <p>A significant increase in participation in enrichment activities, particularly among PP pupils</p>
<p>Pupils will have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.</p>	<p>95% attendance for all pupils. Good use of home learning programmes to build on learning completed in school (rehearse and consolidate).</p> <p>High quality nurture programmes and interventions used consistently, flexibly and regularly – alongside core teaching of emotional resilience through Zones of Regulation, Protective Behaviours and PSHE curriculum.</p> <p>Improved behaviour, increased participation in enrichment activities, and Pupil Voice demonstrate sustained high levels of wellbeing and pupils feeling safe, ready to learn.</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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going staff CPD	<p><i>“Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key to successful school and should rightly be top priority for pupil premium spending...”</i></p> <p>EEF Guide to Pupil Premium (2019) Range of in-house CPD on pedagogy and effective interventions, underpinned by the following EEF research. https://educationendowmentfoundation.org.uk/publications/files/Publications/Pupil_Premium_Guidance.%20pdf</p>	1,3,4
Specific CPD: • Phonics • Maths Mastery	<p>All staff to have specific staff training on both Phonics and Maths Mastery and what these look like at Little Hadham Primary.</p> <p>Phonics (EEF: High Impact, Low Cost) approaches in particular have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>Mastery approaches (EEF: High Impact, Low Cost) in Maths, at Little Hadham Primary, work alongside additional support. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</p> <p>“There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress...” EEF Teaching and Learning Toolkit</p>	1, 3, 4
Quality of Reading Materials	Ensuring a high quality of reading books used in phonics and home reading books is key at Little Hadham, while an on-going investment of new and diverse books for our library and classrooms, will ensure that children are provided with a wide range of books to support their love and progress in reading	1, 3, 4
Times Tables Rock Stars	Children’s engagement continues to improve whilst using TTRS and this has also developed positive feedback from parents. This shows how effective this is and an essential part of learning and engagement.	1, 3, 4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistants and 1:1 tutors to lead targeted interventions for pupils. A significant proportion of the pupils who receive these interventions will be disadvantaged.</p>	<p>Small group and 1:1 tuition (EEF: High Impact, Moderate Cost) provide the ideal opportunity for providing targeted Pupil Feedback and bespoke academic support. This in turn improves both attendance and pupil well being, as individuals' sense of worth and self-esteem improves.</p> <p>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.” EEF Guide to Pupil Premium (2019)</p>	<p>1, 2, 3, 4, 6</p>
<p>Targeted support of first quality teaching by effective learning support assistants so that support can be given within rather than outside of lessons. To include contact with parents and assistance with supporting pupils at home.</p>	<p>Progress is more marked when TAs support pupils in discrete well defined areas of work or learning. Findings suggest that support to individual pupils should be combined with supported group work that facilitates all pupils' participation in class activities.</p> <p>The Impact of Adult Support Staff on Pupils and Mainstream Schools</p>	<p>1, 2, 3, 4</p>
<p>Essential Letters and Sounds Phonics and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Supported by both the Jim Rose Review and EEF (High Impact, Very Low Cost), Little Hadham Primary's investment in Essential Letters & Sounds, will allow for a high quality Phonics programme, underpinned by high quality CPD for all staff. Learning to read opens up the rest of a child's primary education, so Early Reading is a key feature of our targeted academic support. Parents have also welcomed support and guidance in learning about our Phonics programme and how they can best support their child with this at home.</p>	<p>1,2, 3, 5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils</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>4</p>

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing focused nurture support sessions, deployed by a trained Learning Support Assistant – 3 hours provision a week, to include planning time for sessions	The nurture session serves the function of bringing home and school together and plays an important role in supporting the school, parents and children. It is a model that we have found to be particularly effective in meeting the needs of some of our most vulnerable and challenging children	3, 4, 5
Continue to establish action plans to remove barriers to good attendance – this will include supporting attendance at before and after school clubs to encourage attendance at school	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	1, 3, 4
Providing support from staff, parents and pupils from Aspects – training, home visits and support for pupils.	The effects of disadvantage or adversity in early life can be negative, but they are by no means universal or irreversible and parents via the family support worker	3, 4
Provide therapy sessions for pupils requiring additional support. Choice of therapy provide dependent upon needs of pupil.	Pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals	2, 4

Total budgeted cost: £ 29600

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 2023 to 2024 academic year.

Improved attendance	The overall attendance of PP pupils in 2023- 2024 was 81.67% which is below the national average of 93.7% for all pupils. However, it is improved from the previous year by 8%.																		
Improved phonics in KS1	The overall phonics score was 94% Percentage of pupils meeting the expected standard nationally in the phonics screening check in year 1=94%																		
Attainment in reading to be at least in line with national expectations	The reading result in KS1 is 85% Percentage of pupils meeting the expected standard nationally in reading TA = 68%																		
Attainment in maths to be at least in line with national expectations	The maths result in KS1 is 92.3% Percentage of pupils meeting the expected standard nationally in maths TA = 70%																		
Attainment in writing to be at least in line with national expectations	The writing result in KS1 is 69% Percentage of pupils meeting the expected standard nationally in writing TA = 60%																		
Attainment in KS2 SATS to be at least in line with national expectations	<table border="1"> <thead> <tr> <th>Subject</th> <th>Expected Standard: school (2024)</th> <th>Expected Standard: nationally (2024)</th> </tr> </thead> <tbody> <tr> <td>English reading</td> <td>86%</td> <td>73%</td> </tr> <tr> <td>English grammar, punctuation and spelling</td> <td>81%</td> <td>72%</td> </tr> <tr> <td>Mathematics</td> <td>81%</td> <td>73%</td> </tr> <tr> <td>English writing (teacher assessment)</td> <td>86%</td> <td>71%</td> </tr> <tr> <td>Science (teacher assessment)</td> <td>86%</td> <td>80%</td> </tr> </tbody> </table>	Subject	Expected Standard: school (2024)	Expected Standard: nationally (2024)	English reading	86%	73%	English grammar, punctuation and spelling	81%	72%	Mathematics	81%	73%	English writing (teacher assessment)	86%	71%	Science (teacher assessment)	86%	80%
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
One to One maths	Third Space learning
Essential Letters and Sounds	Oxford owls
Staff training	National College