

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) 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	Little Hadham
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2028
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	25,755
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year	£25,755
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 believe that a better school for all pupils is a better school for those from disadvantaged backgrounds. Our goal is to be the very best we can be, ensuring that every child, regardless of background, has the opportunity to thrive and succeed.

Our strategy is built on a deep understanding of the academic and non-academic challenges our pupils may face. Through this understanding, we provide comprehensive support designed to remove barriers to learning and enable every child to reach their full potential.

In summary, the key principles of our strategy are:

- To ensure that teaching, learning, and targeted support, both academic and otherwise, meet the needs of every pupil, underpinned by consistently high expectations for achievement.
- To close the attainment gap between pupils eligible for Pupil Premium and their peers by the time they leave Little Hadham at the end of Key Stage 2.

Our approach to the Pupil Premium is focused around three key areas:

1. High-Quality Teaching

We prioritise high-quality teaching as the foundation for improving outcomes for all pupils. Every child, particularly those eligible for Pupil Premium, benefits from engaging, effective classroom practice. Our internal tracking systems enable us to monitor progress closely, identify emerging needs quickly, and make evidence-informed decisions about support and intervention.

2. Targeted Academic Support

In addition to strong classroom teaching, we provide tailored support for pupils who need additional help. These interventions are guided by educational research, including insights from the Education Endowment Foundation (EEF) and best practice from Herts for Learning. By addressing individual learning needs, we aim to ensure that every pupil makes strong progress and achieves well by the end of Key Stage 2.

3. Wider School Experiences and Non-Academic Support

We recognise that wellbeing, attendance, mental health, and enrichment experiences all contribute to a child's success. We therefore place great emphasis on supporting the whole child—encouraging participation in clubs, extracurricular opportunities, and particularly music, which is a valued strength of our curriculum. We also work with external partners to widen pupils' access to enriching experiences and community support.

Through this approach, we aim to foster an inclusive, nurturing, and ambitious learning environment where every pupil can achieve their best. At Little Hadham Primary, we are confident that by striving for excellence for all, we create a better, fairer, and more successful school for every child.

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
The difference is diminished for disadvantaged pupils when compared to non-disadvantaged pupils in the school and nationally	All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress, leading to narrowing of any attainment gaps.
Larger percentage of disadvantaged pupils making good or better progress than previous year	End of year data shows children identified as disadvantaged making good or better progress.
End of Key Stage results show improvement in attainment and progress for disadvantaged children	End of Key Stage results show sustained improvement in the attainment and progress for disadvantaged children.

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
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing CPD for staff	EEF T & L toolkit, teacher subject knowledge CLPE Ofsted Research review series: English EEF Improving Literacy Reports	3,4,
Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged	Key focus on Rosenshine Principles SEND training Adaptive Teaching-The National College	3,4
Essential Letters and Sounds Phonics and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1,2, 3,

	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.	
	Phonics toolkit EEF + 5months DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	
<i>Leadership teacher to access CPD to support teachers and teaching assistants</i> <i>Subject leaders released to work with less experienced staff to improve teaching</i>	<p>The CPD of teaching staff is vitally important for driving school improvement. The school recognises that we need to develop middle leaders and less experienced members of staff.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	3, 4,
Further develop our maths mastery curriculum in line with DfE and EEF guidance. Maths leads to engage in the Maths Hub, sharing CPD with all staff to develop whole school standards	<p>EEF (+5 months impact on progress)</p> <p>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>Mastery learning approaches have consistently positive impacts, but effects</p>	4
	are higher for primary school pupils and in mathematics.	

Enhance our teaching of the curriculum with a strong focus on using strategies in WalkThrus to enhance teaching and learning.	WalkThrus uses various strategies to enhance teaching and learning for example a focus on Rosenshine's Principles of Instruction states that revisiting knowledge reduces the forgetting curve which ensures that built in regular recall of knowledge in lessons will mean that children are more likely to learn and remember key knowledge.	3,4,
Develop oracy to ensure children can develop the articulation of their learning Ensure Oracy	EEF (+6) - There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	1,2,3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Teaching Assistant</i> <i>Support including intervention programmes</i>	EEF (+4) Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. Teaching assistants can provide a large positive impact on learner outcomes; however, how they are deployed is key. Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.	1,2,3,4,

	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
Improve speech, language and communication skills through weekly interventions	<p>Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidencestore/communication-and-language</p>	1, 2, 3
Additional phonics sessions, run in line with RWI, targeted at disadvantaged pupils who require further phonics support.	<p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-inc-phonics</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	1, 2, 3, 4
Delivery of one to one ELSA support	<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). Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2,3

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

Budgeted cost: £4,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing support from staff, parents and pupils from Aspects – training, home visits and support for pupils.	<p>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</p>	3, 4

	targeted at students with particular social or emotional needs.	
<i>Whole school wellbeing initiatives linked to metacognition and self-regulation</i>	<p>EEF (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1,2,
Fund educational visits and extracurricular activities for pupils eligible for pupil premium. Providing a range of rich experiences beyond children's own lives.	<p>All pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our children, in particular, those from disadvantaged backgrounds:</p> <p>School trips and visits</p> <p>Y6 Residential</p> <p>Range of after school clubs / lessons where children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers</p>	2,
Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff	<p>Key findings of Forest Research: https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play 	1, 2,
Training to increase access for all pupils to outdoor learning opportunities	<ul style="list-style-type: none"> • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	

Play Therapy	The EEF evidence on social and emotional learning suggest that's by focusing on SEL interventions that seek to improve pupils' decision-making skills, interactions with others and their self-management of emotions can have a positive impact of up to four months progress on academic outcomes	2,
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Total budgeted cost: £25,755

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.

Improved attendance	The overall attendance of PP pupils in 2024- 2025 was 84.78% which is below the national average of 93.7% for all pupils. However, it is improved from the previous year by 3%.																				
Improved phonics in KS1	The overall phonics score was 88.2.1% PP children 100% pass mark at Year1 and 2																				
Attainment in reading to be at least in line with national expectations	The reading result in KS1 is 88.9%																				
Attainment in maths to be at least in line with national expectations	The maths result in KS1 is 83.3%																				
Attainment in writing to be at least in line with national expectations	The writing result in KS1 is 83.3%																				
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>90.9%</td><td>75.1%</td></tr><tr><td>English grammar, punctuation and spelling</td><td>95.5%</td><td>72.6%</td></tr><tr><td>Mathematics</td><td>90.9%</td><td>74%</td></tr><tr><td>English writing (teacher assessment)</td><td>86.4%</td><td>72.3%</td></tr><tr><td>Science (teacher assessment)</td><td>86.4%</td><td>80%</td></tr></tbody></table>			Subject	Expected Standard: school (2024)	Expected Standard: nationally (2024)	English reading	90.9%	75.1%	English grammar, punctuation and spelling	95.5%	72.6%	Mathematics	90.9%	74%	English writing (teacher assessment)	86.4%	72.3%	Science (teacher assessment)	86.4%	80%
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English writing (teacher assessment)	86.4%	72.3%																			
Science (teacher assessment)	86.4%	80%																			
PP Attainment in KS2 SATS	Reading 71.4% reached Expected Maths 71.4% reached Expected Writing 57.1% reached Expected																				

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
SCARF	Coram Life Education
Times Tables Rock Stars	Ttrockstars
Spelling Shed	EdShed