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	145
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2029
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	421,700
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,700

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Little Hadham Primary School, we believe that a better school for all pupils is a better school for disadvantaged pupils. Our Pupil Premium strategy is therefore an integral part of our whole-school improvement approach.

Our aim is that all disadvantaged pupils receive the high-quality teaching, targeted support and wider opportunities they need to achieve well, attend regularly, develop confidence and independence, and participate fully in school life.

Our strategy is based on a clear understanding of the needs of our disadvantaged pupils and is informed by school assessment information, attendance data, staff knowledge, discussions with pupils and families, and evidence-informed approaches.

We recognise that disadvantaged pupils are not a homogeneous group and that barriers will vary between individual pupils. Our approach therefore combines whole-school improvements with carefully targeted support for pupils and families where specific barriers have been identified.

Our strategy is built around three areas:

1. High-Quality Teaching

High-quality teaching is the foundation of our approach. We will continue to develop consistently strong classroom practice, with particular emphasis on reading, writing, mathematics, phonics, vocabulary, oracy, adaptive teaching, effective assessment and metacognition.

All disadvantaged pupils should have access to the same ambitious curriculum as their peers. Teachers will use assessment information to identify gaps and misconceptions early and adapt teaching accordingly.

2. Targeted Academic Support

Where pupils are identified as falling behind, carefully targeted support will be provided. Interventions will be based on identified need and linked closely to classroom teaching.

Support may include small-group teaching, structured teaching assistant interventions, phonics and early reading support, reading fluency and comprehension, language and vocabulary development, writing and mathematics interventions.

Provision will be monitored regularly to ensure that support is having a positive impact and is adapted when necessary.

3. Wider Strategies

We recognise that attendance, wellbeing, confidence, relationships and access to enrichment can affect pupils' readiness to learn and educational outcomes.

We will therefore continue to provide targeted support for attendance and wellbeing and ensure that disadvantaged pupils are able to participate fully in educational visits, residential experiences, clubs, music, outdoor learning and other enrichment opportunities.

Our overall aim is for disadvantaged pupils to make strong progress from their individual starting points, achieve well, attend regularly and develop the knowledge, skills, confidence and independence required for future success.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment and progress in reading, writing and mathematics** Some disadvantaged pupils require additional support to achieve age-related expectations in reading, writing

	and mathematics. The school has identified a particular need to ensure that disadvantaged pupils secure the essential foundations of literacy and mathematics at an early stage and that gaps are identified and addressed promptly. Some pupils require continued reinforcement of core skills including reading fluency, spelling, number facts, calculation, multiplication facts and mathematical reasoning.
2	**Phonics, early reading, vocabulary and oral language** Some disadvantaged pupils have gaps in phonics, vocabulary, oral language and reading comprehension. These gaps can affect pupils' ability to understand increasingly complex texts, articulate their ideas and produce high-quality written work. The school will continue to prioritise early identification and intervention, particularly in the Early Years and Key Stage 1, while continuing to support pupils who require additional help in Key Stage 2.
3	**Attendance, engagement and readiness to learn** Attendance remains an important barrier for some disadvantaged pupils. Repeated absence reduces access to high-quality teaching, intervention and wider school experiences and can contribute to gaps in learning. Some disadvantaged pupils also require additional support to develop positive attitudes to learning, independence, self-regulation and engagement. The school will identify attendance concerns early and work closely with pupils, families and external agencies where appropriate.
4	**Social and emotional wellbeing, confidence and access to wider experiences** Some disadvantaged pupils experience anxiety, low confidence, emotional difficulties or barriers to participation which can affect their engagement, relationships, behaviour and readiness to learn. Some pupils may also have fewer opportunities to access extracurricular activities, educational visits, residential experiences, music, outdoor learning and other enrichment opportunities. The school will continue to remove financial and practical barriers so that disadvantaged pupils can participate fully in the wider life of the school.

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
Disadvantaged pupils will make strong progress from their individual starting points and an increasing proportion will achieve age-related expectations in reading, writing and mathematics.	• Disadvantaged pupils make strong progress from their individual starting points. • Gaps in key knowledge and skills are identified and addressed promptly. • An increasing proportion of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics. • Pupils identified as being at risk of falling behind receive timely and appropriate support. • Higher-attaining disadvantaged pupils continue to be appropriately challenged.
Disadvantaged pupils will develop secure phonics knowledge, reading fluency, comprehension, vocabulary and oral language skills.	• Pupils who require additional phonics support are identified quickly and receive targeted teaching. • Disadvantaged pupils demonstrate improved reading fluency and comprehension. • Pupils develop a wider vocabulary and increasingly use subject-specific vocabulary accurately. • Pupils become increasingly confident in explaining their ideas and learning. • Early Years pupils receive appropriate support to develop communication, language, literacy and mathematical development
The school will improve attendance and reduce persistent absence among disadvantaged pupils by identifying barriers early and providing appropriate support.	• Attendance of disadvantaged pupils improves. • Persistent absence is reduced. • Attendance concerns are identified and acted upon promptly. • Individual pupils and families receive appropriate support where barriers to attendance are identified. • Pupils demonstrate improved engagement and readiness to learn.
Disadvantaged pupils requiring additional pastoral, emotional or social support will receive appropriate intervention.	• Identified pupils have access to appropriate pastoral and emotional support. • Pupils develop greater confidence, independence and self-regulation. • Disadvantaged pupils participate fully in the wider life of the school. • Barriers to participation in enrichment opportunities are reduced. • Pupil voice and school monitoring demonstrate improved engagement and belonging where this is an identified need.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high-quality teaching, adaptive teaching and assessment Staff professional development will continue to focus on consistently high-quality classroom practice, with particular emphasis on: adaptive teaching; effective modelling and explanation; checking for understanding; retrieval and purposeful practice; effective questioning; feedback; scaffolding and gradual removal of support; identifying and addressing misconceptions; metacognition and self-regulated learning.	EEF T& L toolkit, teacher subject knowledge DfE guidance CLPE Ofsted Research review series: English EEF Improving Literacy Reports	1,2,3,4,6
Develop reading, writing and vocabulary teaching Continue to strengthen whole-school literacy teaching with particular emphasis on: reading fluency; reading comprehension; vocabulary development; explicit teaching of subject-specific vocabulary; purposeful talk and discussion; sentence construction; modelling high-quality writing; spelling and transcription; planning and developing ideas before writing; opportunities for extended writing.	Key focus on Rosenshine Principles SEND training Adaptive Teaching-The National College	3,4,6
Continue to develop mathematics mastery Continue to develop the school's mathematics curriculum with a focus on: secure understanding of number; fluent recall of number facts; multiplication and division facts; mathematical vocabulary; representations and models; reasoning; problem solving; identifying and addressing misconceptions; opportunities for pupils to explain their mathematical thinking.	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.	1,2, 3, 5
Continue to develop phonics and early reading Continue delivery of the school's systematic synthetic phonics	Phonics toolkit EEF + 5monhts DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	

programme, with high-quality whole-class teaching and additional targeted sessions for pupils who are not yet secure.		
Leadership teacher to access CPD to support teachers and teaching assistants *Subject leaders released to work with less experienced staff to improve teaching*	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. 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.	3, 4, 6
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	EEF (+5 months impact on progress) 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. Mastery learning approaches have consistently positive impacts, but effects	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.	3,4,6

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant *Support including intervention programmes*	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.	1,2,3,4,5
	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.	
Improve speech, language and communication skills through weekly interventions	Small group tuition: Introducing targeted speech and language and Morph spelling programme teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs. https://educationendowmentfoundation.or g.uk/early-years-evidencestore/communication-and-language	1, 2, 3

Additional phonics sessions, run in line with RWI, targeted at disadvantaged pupils who require further phonics support.	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. https://educationendowmentfoundation.org. uk/projects-and-evaluation/projects/readwrite-inc-phonics https://educationendowmentfoundation.org.uk/news/phonics- mastering-the-basics-of-reading	1, 2, 3, 4
Delivery of one to one ELSA support	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.	5

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

Budgeted cost: £3,700

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.	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

	targeted at students with particular social or emotional needs.	
Whole school wellbeing initiatives linked to metacognition and self-regulation	EEF (+7) 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. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1,2,5

Fund educational visits and extracurricular activities for pupils eligible for pupil premium. Providing a range of rich experiences beyond children's own lives.	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: School trips and visits Y6 Residential 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	2, 5
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	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest- schools-impact-on-youngchildren-in-england-and- wales/ The evaluation suggests Forest Schools make a difference in the following ways: • 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, 5

Training to increase access for all pupils to outdoor learning opportunities	• 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	2,5

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.

<table>
<tr><td>Improved attendance</td><td>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%.</td></tr>
<tr><td>Improved phonics in KS1</td><td>The overall phonics score was 87.5%
PP children 50% pass mark at Year1 and 2</td></tr>
<tr><td>Attainment in reading to be at least in line with national expectations</td><td>The reading result in KS1 is 88.2%
PP 75%</td></tr>
<tr><td>Attainment in maths to be at least in line with national expectations</td><td>The maths result in KS1 is 83.3%
PP 75%</td></tr>
<tr><td>Attainment in writing to be at least in line with national expectations</td><td>The writing result in KS1 is 83.3%
PP 50%</td></tr>
<tr><td>Attainment in KS2 SATS to be at least in line with national expectations</td><td>
<table>
<tr><th>Subject</th><th>Expected Standard: school (2024)</th><th>Expected Standard: nationally (2024)</th></tr>
<tr><td>English reading</td><td>87%</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>95.7%</td><td>74%</td></tr>
<tr><td>English writing (teacher assessment)</td><td>87%</td><td>72.3%</td></tr>
<tr><td>Science
(teacher assessment)</td><td>91.3%</td><td>80%</td></tr>
</table>
</td></tr>
<tr><td>PP Attainment in KS2 SATS</td><td>Reading 50% reached Expected
Maths 75% reached Expected
Writing 50% reached Expected</td></tr>
</table>

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