

Pupil premium strategy statement – Hartshorne CE Primary School & Governor Run Nursery

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	17 September 2025
Date on which it will be reviewed	15 July 2026
Statement authorised by	Sarah Layhe-Humphreys
Pupil premium lead	Sarah Layhe-Humphreys
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,710

Part A: Pupil premium strategy plan

Statement of intent

At Hartshorne CE Primary School & Governor Run Nursery, we are committed to ensuring that every child, regardless of their background or financial situation, has the opportunity to flourish and thrive academically, socially and emotionally. Our Pupil Premium Strategy is rooted in our Christian Vision and values of Inclusivity & Respect, Nurture, Aspiration & Hope, Generosity, Curiosity and Trust. It is designed to remove barriers to learning and close the attainment gap between disadvantaged pupils and their peers.

We recognise that children eligible for Pupil Premium funding may face a range of challenges, including lower starting points, reduced access to enrichment opportunities and social and emotional difficulties. Our approach is rooted in evidence-based interventions, high quality teaching and a nurturing school environment that promotes quality and inclusion.

Our overall intention in using the Pupil Premium funding is:

- To raise attainment and accelerate progress for disadvantaged pupils through targeted academic support.
- Enhance wellbeing by providing pastoral care, nurturing emotional resilience and access to mental health resources
- Broaden horizons by ensuring all pupils have access to enrichment activities, cultural experiences and extracurricular opportunities.
- Support families through engagement initiatives, building trust through open communication and practical assistance where needed.

Our Pupil Premium Strategy is based on the Educational Endowment Foundation's (EEF) tiered approach:

- High Quality Teaching
- Targeted Academic Support
- Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	<p>Vocabulary and early language acquisition</p> <p>Trends over time from assessments and observations show that our disadvantaged and some non-disadvantaged children entering the Reception year have low starting points in Communication & Language as well as Personal, Social and Emotional Development.</p> <p>Additionally, the gap in vocabulary acquisition remains for older children as is evident in their writing and vocabulary and grammar choices. This is more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Mathematics</p> <p>Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of the national average and most non disadvantaged pupils.</p> <p>Disadvantaged children in each national curriculum year group are not retaining learning from number or the four operations, hindering their progress and attainment. This gap is not allowing children to achieve greater depth in mathematics.</p>
3	<p>Nurture, emotional resilience and self-regulation</p> <p>Survey responses and discussions with parents in school as well as observations of children have identified social and emotional issues for many pupils, notably due to lack of socialisation in their early stages of development (COVID). This challenge particularly affects disadvantaged pupils and their attainment.</p> <p>Teacher referrals for Nurture and Positive Play Support remain relatively high. 42% of disadvantaged children receive support for their emotional development.</p>

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
<p>Improve language and early vocabulary acquisition</p> <p>High Quality Teaching</p> <p style="text-align: center;">↓</p> <p>Targeted Academic Support</p>	<p>Acquisition</p> <p>1. Pupil Progress and Attainment</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Increased vocabulary breadth: Pupils can use and understand a wider range of age-appropriate vocabulary in spoken and written contexts. • <input checked="" type="checkbox"/> Improved oral language skills: Pupils demonstrate clearer articulation, sentence structure, and storytelling abilities. • <input checked="" type="checkbox"/> Assessment outcomes: Pupils show improvement in baseline and follow-up assessments. <p>2. Teaching and Learning Quality</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Explicit vocabulary instruction: Teachers regularly introduce and reinforce new vocabulary through structured lessons. • <input checked="" type="checkbox"/> Use of tiered vocabulary: Pupils are exposed to Tier 1 (basic), Tier 2 (high-frequency academic), and Tier 3 (subject-specific) words. • <input checked="" type="checkbox"/> Interactive strategies: Use of dialogic teaching, storytelling, role-play, and questioning to promote language use. <p>3. Environment and Resources</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Language-rich environment: Classrooms display key vocabulary, word walls, and visual aids to support language acquisition. • <input checked="" type="checkbox"/> Access to high-quality texts: Pupils engage with a variety of books that introduce rich and diverse vocabulary. • <input checked="" type="checkbox"/> Use of technology and multimedia: Digital tools and apps support vocabulary learning (e.g., speech and language games, phonics apps). <p>4. Engagement and Inclusion</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Pupil participation: Increased engagement in speaking and listening activities across the curriculum. • <input checked="" type="checkbox"/> Support for EAL and SEND pupils: Tailored interventions and scaffolding strategies are in place and show impact. • <input checked="" type="checkbox"/> Parental involvement: Families are engaged through workshops, home learning packs, or reading logs. <p>5. Monitoring and Evaluation</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Regular tracking: Teachers and SLT monitor vocabulary development through formative and summative assessments. • <input checked="" type="checkbox"/> Staff CPD: Staff receive training on language development strategies and report increased confidence and effectiveness. • <input checked="" type="checkbox"/> Impact reports: Termly reviews show measurable improvements in pupil outcomes and teaching practices.

<p>Improve mathematics outcomes</p> <p>High Quality Teaching</p> <p style="text-align: center;">↓</p> <p>Targeted Academic Support</p>	<ol style="list-style-type: none"> 1. Pupil Progress and Attainment <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Improved attainment in assessments: Pupils show progress in internal and national assessments (e.g. SATs, PUMAs, end of unit Power Maths assessments). • <input checked="" type="checkbox"/> Mastery of key concepts: Pupils demonstrate secure understanding of number and calculation appropriate to their year group. • <input checked="" type="checkbox"/> Reduction in attainment gaps: Disadvantaged, SEND, and EAL pupils show accelerated progress through targeted support. 2. Teaching and Learning Quality <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> High-quality lesson delivery: Lessons are well-structured, use concrete-pictorial-abstract (CPA) approaches, and promote deep understanding. • <input checked="" type="checkbox"/> Effective use of questioning: Teachers use open-ended and probing questions to develop reasoning and mathematical talk. • <input checked="" type="checkbox"/> Differentiation and scaffolding: Tasks are appropriately pitched to challenge all learners and support those who need it. 3. Curriculum and Planning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Curriculum coverage: All areas of the maths curriculum are taught with appropriate depth and sequencing with a focus on number, calculation and the four operations. • <input checked="" type="checkbox"/> Fluency and recall: Pupils demonstrate rapid recall of number facts, times tables, and mental strategies. • <input checked="" type="checkbox"/> Cross-curricular links: Maths is applied in other subjects (e.g. science, geography) to reinforce real-world relevance. 4. Pupil Engagement and Confidence <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Positive attitudes to maths: Pupils show increased confidence, enjoyment, and resilience in tackling mathematical problems. • <input checked="" type="checkbox"/> Use of mathematical language: Pupils use correct terminology when explaining their thinking. • <input checked="" type="checkbox"/> Independent problem-solving: Pupils can apply strategies independently and explain their reasoning. 5. Monitoring and Evaluation <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Regular pupil progress meetings: Teachers and leaders review data and adjust planning/interventions accordingly. • <input checked="" type="checkbox"/> Work scrutiny and lesson observations: Evidence of progression, challenge, and feedback in pupils' books and classroom practice. • <input checked="" type="checkbox"/> Staff CPD and collaboration: Teachers engage in professional development and share best practices across year groups. 6. Intervention and Support <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Targeted interventions: Identified pupils receive timely and effective support (e.g. small group tuition, catch-up programmes).
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	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Impact tracking: Intervention outcomes are monitored and show measurable improvement. • <input checked="" type="checkbox"/> Parental engagement: Families are supported with resources and workshops to reinforce maths learning at home
<p>Improve children's social and emotional skills and self-regulation</p> <p>Targeted Academic Support</p> <p style="text-align: center;">↓</p> <p>Wider Strategies</p>	<ol style="list-style-type: none"> 1. Improved Emotional Literacy <ul style="list-style-type: none"> • Children can identify and name a range of emotions in themselves and others. • Use of emotion vocabulary increases in classroom discussions and reflections. (Zones of Regulation) 2. Positive Peer Relationships <ul style="list-style-type: none"> • Increase in cooperative play and teamwork. (Nurture) • Reduction in incidents of bullying or social exclusion. • Children demonstrate empathy and kindness in interactions. 3. Conflict Resolution Skills <ul style="list-style-type: none"> • Children use taught strategies (e.g., "I-messages", problem-solving steps) to resolve disagreements. • Fewer playground or classroom conflicts requiring adult intervention. 4. Active Participation in SEL Activities <ul style="list-style-type: none"> • Engagement in circle time, role-play, or social stories. • Willingness to share thoughts and feelings in a safe environment. <p><input checked="" type="checkbox"/> Success Criteria for Self-Regulation</p> <ol style="list-style-type: none"> 1. Improved Attention and Focus <ul style="list-style-type: none"> • Children can sustain attention during tasks and follow multi-step instructions. • Reduction in off-task behaviour during lessons. 2. Use of Coping Strategies <ul style="list-style-type: none"> • Children independently use calming techniques (e.g. breathing, sensory tools, movement breaks). (Mindfulness) • Verbalising feelings before acting out. 3. Goal Setting and Reflection <ul style="list-style-type: none"> • Children set personal behaviour or learning goals and reflect on progress. • Use of visual aids – Zones of Regulation. 4. Reduction in Dysregulated Behaviours <ul style="list-style-type: none"> • Fewer incidents of emotional outbursts or impulsive actions. • Improved transitions between activities or environments

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,771.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund refresher training for NELI interventions for EYFS staff ↓ Targeted Academic Support	Evidence from NELI Evidence from NELI Evidence from EEF	1
Talk for Writing Training for all staff ↓ High Quality Teaching	T4W evidence	1
Drawing Club Training for EYFS staff to improve writing interest and outcomes ↓ High Quality Teaching	EEF evidence for early literacy	1
Story Dough Training for EYFS staff to improve nursery children's oral storytelling and vocabulary development ↓ High Quality Teaching		1
Support and training for teachers of mathematics focusing on number and operations using the 4 operations ↓ High Quality Teaching	EEF evidence for mastery	2
Purchase of standardised assessments for mathematics. Training for staff to ensure assessments are interpreted and	Diagnostic Assessment Evidence EEF	2

administered consistently and correctly ↓ High Quality Teaching	PUMA evidence	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated and regular training for Nurture and Positive Play provision in school ↓ Targeted Academic Support ↓ Widder Strategies	EEF Collaborative Learning evidence Metacognition and self-regulation evidence Social and Emotional Learning evidence EEF	3

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

Budgeted cost: £ 31,687.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated and regular training for Nurture and Positive Play provision in school ↓ Wider Strategies	EEF Collaborative Learning evidence Metacognition and self-regulation evidence Social and Emotional Learning evidence EEF	3

Total budgeted cost: £ 53,990.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		Y1	Y2	Y3	Y4	Y5
PIRA Test	Attainment all (EXS)	62.5%	93%	82%	68.7%	86.6%
	Attainment disadvantaged (EXS)	50%	100%	71.4%	0%	100%
	Attainment all (GDS)	14%	33%	29%	31%	26.6%
	Attainment disadvantaged (GDS)	0%	0%	28.5%	0%	0%
PUMA test	Attainment all (EXS)	35.7%	43.7%	52.9%	43.7%	53%
	Attainment disadvantaged (EXS)	0%	20%	28.5%	33%	50%
	Attainment all (GDS)	7%	6.25%	17.6%	18.7%	13.3%
	Attainment disadvantaged (GDS)	0%	0%	0%	0%	0%
GAPS test	Attainment all (EXS)	50%	62.5%	82%	81.2%	80%
	Attainment disadvantaged (EXS)	50%	60%	71%	66%	100%
	Attainment all (GDS)	0%	18.7%	47%	50%	13%
	Attainment disadvantaged (GDS)	0%	0%	28.5%	0%	0%

Due to recent changes in leadership, and in order to ensure consistent and high-quality leadership moving forward, our strategy for supporting disadvantaged pupils has been redeveloped.

Analysis of school data indicated that the school would benefit from a single, consistent Headteacher with expertise in teaching and learning, particularly in relation to the national curriculum.

To evaluate the performance of our disadvantaged pupils, we compared their outcomes with those of non-disadvantaged pupils at both national and local levels. In addition, we examined internal school data and conducted observations to identify broader factors affecting pupil performance, including attendance, behaviour, and children's wellbeing.

Based on this comprehensive review, we found that the performance of our disadvantaged pupils fell short of expectations. At present, we are not on track to achieve the outcomes we set for the end of the 2025 academic year.

Our evaluation of last year's approaches suggests that a combination of varied leadership styles and disconnected visions has not supported the delivery of strong outcomes for pupils. A unified and coherent leadership approach is therefore essential to drive improvement and secure better results for disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	Sounds-Write

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.