

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	23%
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	5 November 2026
Date on which it will be reviewed	15 July 2027
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, 010
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£36,010

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	Vocabulary and early language acquisition 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. 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.
2	Mathematics 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. 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.
3	Nurture, emotional resilience and self-regulation 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. Teacher referrals for Nurture and Positive Play Support remain relatively high. 42% of disadvantaged children receive support for their emotional development.

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
Improve language and early vocabulary acquisition High Quality Teaching ↓ Targeted Academic Support	Acquisition 1. Pupil Progress and Attainment ✓ Increased vocabulary breadth: Pupils can use and understand a wider range of age-appropriate vocabulary in spoken and written contexts. ✓ Improved oral language skills: Pupils demonstrate clearer articulation, sentence structure, and storytelling abilities. ✓ Assessment outcomes: Pupils show improvement in baseline and follow-up assessments. 2. Teaching and Learning Quality ✓ Explicit vocabulary instruction: Teachers regularly introduce and reinforce new vocabulary through structured lessons. ✓ Use of tiered vocabulary: Pupils are exposed to Tier 1 (basic), Tier 2 (high-frequency academic), and Tier 3 (subject-specific) words. ✓ Interactive strategies: Use of dialogic teaching, storytelling, role-play, and questioning to promote language use. 3. Environment and Resources ✓ Language-rich environment: Classrooms display key vocabulary, word walls, and visual aids to support language acquisition. ✓ Access to high-quality texts: Pupils engage with a variety of books that introduce rich and diverse vocabulary. ✓ Use of technology and multimedia: Digital tools and apps support vocabulary learning (e.g., speech and language games, phonics apps). 4. Engagement and Inclusion ✓ Pupil participation: Increased engagement in speaking and listening activities across the curriculum. ✓ Support for EAL and SEND pupils: Tailored interventions and scaffolding strategies are in place and show impact. ✓ Parental involvement: Families are engaged through workshops, home learning packs, or reading logs. 5. Monitoring and Evaluation ✓ Regular tracking: Teachers and SLT monitor vocabulary development through formative and summative assessments. ✓ Staff CPD: Staff receive training on language development strategies and report increased confidence and effectiveness. ✓ Impact reports: Termly reviews show measurable improvements in pupil outcomes and teaching practices.

Improve mathematics outcomes High Quality Teaching ↓ Targeted Academic Support	1. Pupil Progress and Attainment • ☒ Improved attainment in assessments: Pupils show progress in internal and national assessments (e.g. SATs, PUMAs, end of unit Power Maths assessments). • ☒ Mastery of key concepts: Pupils demonstrate secure understanding of number and calculation appropriate to their year group. • ☒ Reduction in attainment gaps: Disadvantaged, SEND, and EAL pupils show accelerated progress through targeted support. 2. Teaching and Learning Quality • ☒ High-quality lesson delivery: Lessons are well-structured, use concrete-pictorial-abstract (CPA) approaches, and promote deep understanding. • ☒ Effective use of questioning: Teachers use open-ended and probing questions to develop reasoning and mathematical talk. • ☒ Differentiation and scaffolding: Tasks are appropriately pitched to challenge all learners and support those who need it. 3. Curriculum and Planning • ☒ 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. • ☒ Fluency and recall: Pupils demonstrate rapid recall of number facts, times tables, and mental strategies. • ☒ Cross-curricular links: Maths is applied in other subjects (e.g. science, geography) to reinforce real-world relevance. 4. Pupil Engagement and Confidence • ☒ Positive attitudes to maths: Pupils show increased confidence, enjoyment, and resilience in tackling mathematical problems. • ☒ Use of mathematical language: Pupils use correct terminology when explaining their thinking. • ☒ Independent problem-solving: Pupils can apply strategies independently and explain their reasoning. 5. Monitoring and Evaluation • ☒ Regular pupil progress meetings: Teachers and leaders review data and adjust planning/interventions accordingly. • ☒ Work scrutiny and lesson observations: Evidence of progression, challenge, and feedback in pupils' books and classroom practice. • ☒ Staff CPD and collaboration: Teachers engage in professional development and share best practices across year groups. 6. Intervention and Support • ☒ Targeted interventions: Identified pupils receive timely and effective support (e.g. small group tuition, catch-up programmes).
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	• ☒ Impact tracking: Intervention outcomes are monitored and show measurable improvement. • ☒ Parental engagement: Families are supported with resources and workshops to reinforce maths learning at home
Improve children's social and emotional skills and self-regulation Targeted Academic Support ↓ Wider Strategies	1. Improved Emotional Literacy • 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 • 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 • 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 • Engagement in circle time, role-play, or social stories. • Willingness to share thoughts and feelings in a safe environment. ☒ Success Criteria for Self-Regulation 1. Improved Attention and Focus • Children can sustain attention during tasks and follow multi-step instructions. • Reduction in off-task behaviour during lessons. 2. Use of Coping Strategies • Children independently use calming techniques (e.g. breathing, sensory tools, movement breaks). (Mindfulness) • Verbalising feelings before acting out. 3. Goal Setting and Reflection • Children set personal behaviour or learning goals and reflect on progress. • Use of visual aids – Zones of Regulation. 4. Reduction in Dysregulated Behaviours • 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

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.

The implementation of the current Behaviour Policy has had a positive impact on pupil conduct, attitudes to learning, and inclusion across the school. The focus on clear expectations, restorative approaches, consistent staff practice, and early intervention has supported pupils in making better behavioural choices and remaining engaged in their learning.

A key indicator of success has been the reduction in both internal and external suspensions during the 2025-2026 academic year. Fewer pupils have required exclusion from lessons or school, demonstrating that behavioural issues are being addressed more effectively through supportive and proactive strategies. This has enabled vulnerable pupils, including those eligible for Pupil Premium funding, to spend more time in class benefiting from high-quality teaching and learning.

The improved consistency of behaviour management across the school has contributed to calmer learning environments, increased pupil engagement, and stronger relationships between staff and pupils. As a result, pupils have shown greater self-regulation, resilience, and readiness to learn. The reduction in suspensions has also supported improved attendance and continuity of education for those pupils most at risk of disadvantage.

Overall, behaviour outcomes have improved significantly, demonstrating the effectiveness of the school's behaviour strategy in promoting inclusion, reducing barriers to learning, and ensuring that pupils remain successfully integrated within the school community.

Although the 2025-2026 KS2 cohort was small and outcomes should be interpreted with caution, analysis of school performance information demonstrates several positive indicators for disadvantaged pupils at our School. We achieved attainment levels in reading and mathematics that were broadly in line with, or close to, national averages in the individual subject measures, with an average reading score of 105 and an average mathematics score of 103.

Pupil Premium funding has continued to support targeted academic interventions, high-quality classroom teaching, pastoral support and enrichment opportunities. As a result, disadvantaged pupils were able to access the full curriculum and receive timely support to address gaps in learning. The school's reading outcomes were a particular strength, with 77% of pupils achieving the expected standard.

The school maintained a strong focus on inclusion, ensuring disadvantaged pupils were supported both academically and emotionally. Alongside improved attendance and behaviour across the school, disadvantaged pupils benefited from increased engagement in learning and wider school experiences. These improvements have helped reduce barriers to learning and promote greater confidence, resilience and participation.

While attainment remains an area for continued development, the evidence suggests that the pupil premium strategy is having a positive impact on disadvantaged pupils' engagement, inclusion and readiness to learn. The reduction in suspensions, strengthened pastoral provision and targeted interventions have created more favourable conditions for disadvantaged pupils to achieve success and make sustained progress.

Summary of strengths:

- Targeted support enabled disadvantaged pupils to access learning effectively.
- Strong reading outcomes demonstrate the impact of focused literacy provision.
- Improved behaviour and fewer suspensions increased learning time for vulnerable pupils.
- Pastoral and wider-curriculum opportunities supported pupils' wellbeing, confidence and engagement.
- Disadvantaged pupils were supported to overcome barriers and remain fully included in school life.

Disadvantaged pupils in the Early Years Foundation Stage achieved strong outcomes in 2025-26. The proportion of disadvantaged children attaining a Good Level of Development (GLD) was above the national figure for disadvantaged pupils, demonstrating the positive impact of targeted early intervention, high-quality teaching and effective pastoral support. The school's highly stimulating EYFS environment and focus on developing communication, language, personal and social skills enabled disadvantaged children to make good progress from their starting points.

Children eligible for Pupil Premium benefited from targeted support, including early language development, parental engagement opportunities and personalised provision to address barriers to learning. As a result, disadvantaged children were well prepared for the transition into Key Stage 1 and achieved outcomes that compared favourably with national disadvantaged pupils.

These outcomes demonstrate that the school's investment in early identification of need, inclusive practice and high-quality EYFS provision is helping to narrow attainment gaps and secure strong foundations for future learning.

Summary of strengths

- Disadvantaged pupils achieved a GLD above national disadvantaged outcomes.
- Early intervention enabled children to make strong progress from their starting points.
- Effective support for communication, language and personal development improved school readiness.
- Inclusive EYFS provision helped narrow attainment gaps before entry to Key Stage 1.

- Pupil Premium funding had a positive impact on children's achievement and wellbeing.

In 2026 94% of pupils at Hartshorne CofE Primary School met the expected standard in the Phonics Screening Check, compared with 82% nationally.

These outcomes demonstrate the positive impact of the school's systematic approach to the teaching of early reading and phonics. Targeted support, early intervention, high-quality teaching and additional phonics practice have enabled pupils, including those eligible for Pupil Premium funding, to develop the decoding skills necessary to become confident readers.

The outcomes indicate that disadvantaged pupils are benefitting from focused intervention and support, helping to reduce barriers to learning and strengthen the foundations for future academic success. Continued investment in high-quality phonics provision will ensure pupils are well prepared for the next stage of their education.

Strengths

- Strong emphasis on early reading and phonics.
- Timely interventions support pupils at risk of falling behind.
- Disadvantaged pupils benefit from targeted provision.
- Improved reading fluency supports achievement across the wider curriculum.

The school's Positive Play and Nurture provision has made a significant contribution to the personal development, wellbeing and academic success of pupils eligible for Pupil Premium funding. Through regular support, guidance and training provided by the Engagement Service, staff have continued to strengthen their understanding of trauma-informed and relationship-based approaches, enabling pupils to feel safe, valued and ready to learn.

A notable success this year has been the development of staff expertise, including a teaching assistant successfully achieving HLTA status. This has increased the capacity of the provision and ensured that targeted support is delivered consistently and effectively.

Boxall Profiles demonstrate clear individual progress in pupils' social, emotional and behavioural development. Improvements in self-regulation, resilience, engagement and relationships have enabled pupils to access learning more successfully and participate fully in school life. This enhanced wellbeing has contributed significantly to improved academic outcomes, with pupils demonstrating greater confidence, increased readiness to learn and sustained progress across the curriculum.

Overall, the Positive Play and Nurture provision remains a highly effective element of the school's pupil premium strategy, reducing barriers to learning and supporting disadvantaged pupils to achieve both personally and academically.

Targeted investment in NELI (Nuffield Early Language Intervention), Drawing Club and Talk for Writing has had a significant impact on pupils' communication, language and literacy development. These evidence-informed approaches have strengthened vocabulary acquisition, oral language skills, comprehension and early writing, providing pupils with the foundations needed for success across the curriculum.

Consistent implementation has particularly benefited disadvantaged pupils, enabling them to develop confidence in speaking, listening, storytelling and written composition. Improvements in language and literacy have supported greater engagement in learning and contributed positively to academic outcomes.

This approach is aligned with research from the Education Endowment Foundation (EEF), which identifies oral language interventions as having a high impact on pupil progress and highlights the importance of developing language and vocabulary as a foundation for reading and writing. The combined use of NELI, Drawing Club and Talk for Writing has therefore been an effective component of the school's pupil premium strategy, helping to reduce barriers to learning and improve attainment for disadvantaged pupils.

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.