

Pupil premium strategy statement Hayward's Primary School

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	402
Proportion (%) of pupil premium eligible pupils	95 (September 2025) 24%
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)	25/26-27/28 (Year 1)
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andy Smith
Pupil premium lead	Andy Smith
Governor / Trustee lead	Pamela Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153430
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>	£153430

Part A: Pupil premium strategy plan

Statement of intent

The overarching aim of our Pupil Premium strategy is to ensure that all barriers for disadvantaged children, whether these are academic, social and emotional, linked to attendance or those present because of circumstances at home, are challenged and overcome within a caring and nurturing environment.

The introduction of a Pupil Premium Champion at Hayward's provides each child with a voice and enables the school to provide opportunities for appropriate "challenge for all" within individual provision mapping. The Pupil Premium Champion works closely with the pupil and staff to identify the barriers and to support further enrichment opportunities. Opportunities are found to engage, support and enrich a child's primary school experience with high aspirations for all pupils to reach their full potential.

We have high expectations of all children at Hayward's and want our disadvantaged children to achieve good outcomes as they move through the school. Our statement aims to: promote early support, from the moment that the children arrive at Hayward's; build provision which helps children achieve their potential, socially, emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on arrival in EYFS.</p> <p>Across the school, some disadvantaged pupils lack confidence when sharing their ideas; can struggle to express an idea in a well-formed coherent sentence; and struggle to project their voices.</p> <p>Subject leaders note that some disadvantaged pupils often struggle to express their curriculum understanding as confidently as those who are not disadvantaged, demonstrating weak oracy skills.</p>
2	<p>The gap between disadvantaged and non-disadvantaged pupils at the end of Key Stage 2 in Writing (attainment at 35%) and Maths (attainment 38%) is still too large compared with the attainment for non-disadvantaged. Whilst disadvantaged attainment in writing is above the local comparison level (55% compared to Devon's 50%), Maths is not yet (45% compared to Devon's 54.2%). Reading is significantly above.</p>
3	<p>A large number of our disadvantaged children also have SEND. Progress of these children is less than those without SEND, in some year groups, and the attainment gap between PP with SEND and PP without SEND is too large.</p>

4	Attendance and punctuality are a challenge for a small number of our disadvantaged pupils. Gap between non-disadvantaged and disadvantaged was 3% for the academic year 2024-2025.
5	Children come from a range of social and economic backgrounds and experience challenges, as a result, which are significantly greater than their peers.
6	Our observations and knowledge of some disadvantaged children indicate they have less experience of learning outside of the classroom and are less likely to engage with activities outside of the home. As a result, children are less well developed in their knowledge and experience of the world, find practical problem-solving tasks harder, have fewer experiences that they can draw on in the classroom and attend less well at after school clubs and activities.
7	Many of our disadvantaged pupils do not receive significant out-of-school support with their learning. As a result, they are not engaging with the home-learning expectations consistently enough and they are often not bringing in examples of independent learning to share when presenting their Pick N'Mix. This combines to have a negative impact on the potential for better attainment and also has a negative impact on their attitude towards home-learning and slows the development of independent learning behaviours.

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
Children consistently demonstrate improved language, communication and oracy skills across the curriculum.	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Overall attainment at the end of EYFS in the Communication and Language strand continues to be in line with or above the national average and the gap between PP and non-PP in this area closes. - Children continue to contribute more actively within sessions and they do so by talking in full sentences, they project their voices with increased confidence and their diction and fluency improves. - Children's vocabulary is further developed and there is evidence of this vocabulary use within their independent writing. - Recognised assessments, including NELI, Language Link and the Blank Level Questions, are used to track progress and identify next steps.
The gap in all key curriculum assessments at the end of Key Stage 2, particularly in Writing and Maths is closer than at the current time.	<ul style="list-style-type: none"> - The gap in attainment between disadvantaged and non-disadvantaged in all Year Groups is closing. - KS2 statutory assessment results show that the gap in Reading, Writing and Maths is less than 20% (i.e. 2 to 3 pupils). - Interventions are carefully targeted to ensure that the pupils are making rapid progress in meeting the curriculum expectations to be working at ARE.

	<ul style="list-style-type: none"> - Pupils are moving through the school with stronger foundations built carefully during their time in EYFS and Key Stage One. - Tutoring shows evidence of improved attainment.
<p>Adaptive teaching, coupled with close working with families, will ensure that pupils achieve the best possible progress from their starting point.</p>	<ul style="list-style-type: none"> - Carefully targeted teaching ensures that strong foundations are established in Early Reading, Writing and Maths. - Where gaps are emerging, interventions and strategies are quickly implemented – in line with recommendations within the OAIP framework - which ensure that any identified gaps close as quickly as possible. - SEND pupils (including those who are disadvantaged) are supported effectively to achieve the expectations of the curriculum. - Through the regular reviewing of My Plans, school works closely with families to ensure that there is a clear plan of action to support learning inside and outside of school.
<p>Attendance and punctuality will improve for the small number who have an attendance less than 90%.</p>	<ul style="list-style-type: none"> - All families are aware of the School Attendance policy and the standards expected of all families. - Where attendance falls below the expected levels, initial contact is made with families to identify any barriers to attendance. - In-house Family Support Worker works with vulnerable families to identify and overcome barriers to attendance. The EBSA (Emotionally Based School Avoidance) framework is used to identify through questionnaires the views of the family and school. A plan is established and regularly reviewed. - School consistently follows DCC attendance policy, ensuring that first-day absence procedures are consistently followed. - Attendance and punctuality will improve in line with that of all pupils, enhancing the children’s experience of school.
<p>Social and Economic backgrounds do not impact on a child’s ability to engage with any element of school life.</p> <p>All obstacles within the school’s control to disadvantaged children engaging with curricular and extra-curricular opportunities are removed or reduced.</p> <p>Opportunities are sought for children to engage in the sporting life of the school and to gain experiences working with the teams.</p>	<ul style="list-style-type: none"> - All children attend trips and activities (including swimming) which require a financial contribution. - Meetings occur ahead of residentials to ensure that there are no barriers to attendance. <p>The cost of residential visits is significantly discounted for disadvantaged pupils. Where this remains unaffordable to families, the school will seek additional funding to ensure that we have 100% attendance.</p> <ul style="list-style-type: none"> - Opportunities are sought through PE to enhance the educational experiences and opportunities available to all children. - The school will facilitate use of the foodbank and will advertise support with the cost of living through the newsletter and through Early Help support.

Close working with families helps ensure that they are aware of how best to support pupils in school and close working with teaching staff helps ensure that barriers are removed and pupils make rapid and sustained progress in their learning.	<ul style="list-style-type: none"> - Regular meetings between home and school are in place to measure the impact of support and to review barriers to children engaging effectively at home and school beyond the normal pupil information evening cycle. - Through the Early Help framework, the school supports families in overcoming any barriers that are identified. - Relationships between school and disadvantaged families continue to develop positively.
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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: £27,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Meetings will focus on developing a whole school approach to oracy. A three-year plan will help ensure that we build on the successes of recent initiatives e.g. cold-calling to ensure that there is a consistent approach to oracy as children move through the school. Staff will engage in visits to comparable schools to see effective approaches.	<p>The impact of professional development on teacher retention: Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. While factors other than access to CPD tend to be behind teachers' decisions to quit the profession, there is evidence supporting targeted CPD</p> <p>Oral Language Intervention (Oral language interventions EEF) Oral language interventions are about making the most of spoken language and verbal interaction for learning. 'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches.</p>	1
Further development of leaders through the SW100 project (AHT) and through the NPQLL	From the gov.uk menu for Pupil Premium Spend: Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) Using pupil premium: guidance for school leaders	1,2,3,5,7
Staff in LKS2 and UKS2 to receive Mastering Number training and to	NCTEM This project aims to secure firm foundations in the development of good number sense for all children	2

<p>have time, alongside colleagues in EYFS and KS1, to evaluate the effectiveness of the provision and to ensure fidelity to the programme. Staff will have the opportunity to observe practice across classes.</p>	<p>from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. <u>Mastering Number at Reception and KS1 NCETM</u> <u>'They can see it straight away': the impact of Mastering Number NCETM</u></p>	
<p>To support staff in recognising how best to adapt their teaching in order to meet the needs of all pupils, including those with SEND and those who are disadvantaged through the OAIP framework.</p>	<p>Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all Devon schools, early years, and post 16 settings should be able to provide for all children and young people, including those with SEND, from within their own resources. This will support all children and young people to attend, engage and thrive in their educational setting. <u>Ordinarily Available Inclusive Provision - Support for schools and settings (devon.gov.uk)</u></p>	2,3
<p>Whole staff meetings will focus on ensuring that staff can effectively support particular SEND needs, focussing this year on Autism and PDA.</p>	<p>The impact of professional development on teacher retention: Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. While factors other than access to CPD tend to be behind teachers' decisions to quit the profession, there is evidence supporting targeted CPD</p>	2,3
<p>Release of RWI lead to monitor impact of teaching and learning for disadvantaged pupils ensuring that fidelity is given to the scheme and that disadvantaged pupils are making good progress against expected milestones.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2
<p>Subject leaders will use the time to consider the specific needs of PP children in their subject, and develop appropriate content/resources/support to ensure that the curriculum is working effectively for all pupils within their regular subject leader release. Maths and English Teams receive regular release slots in order to monitor intervention, books and teaching.</p>	<p>SUBJECT LEADER - High Quality Teaching Strand - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p>	2,3

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

Budgeted cost: £67,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (KS2 catch up for pupils who did not pass the PSC)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2,3
Tutoring provided for relevant disadvantaged children to raise attainment in Writing – this is led by their class teacher (1:3).	EEF - Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Small Group tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. Making a Difference with Effective Tutoring EEF	2,3
Tutoring provided for relevant disadvantaged children to raise attainment in Maths Reasoning – this is led by their class teacher (1:5).	EEF - Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Small Group tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. Making a Difference with Effective Tutoring EEF	2,3
Use of teaching assistants to provide NELI intervention for identified children in the EYFS.	There is significant evidence linked to the impact of NELI and it will support the profile of the child common to Hayward's, amplified by the challenges of lockdown. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Nuffield Early Language Intervention EEF	1,3
To establish a third class in Year 6 (4xam) to reduce the teaching class size to 1:8 helping to ensure that targeted	EEF - Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or	2,3

teaching can take place for disadvantaged pupils who are at risk of not achieving ARE in Reading, Writing and Maths. AHT, as Teaching and Learning lead has the best skillset to plan, prepare and lead this provision.	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. Small group tuition EEF	
Employment of a morning only TA in all classes from Y1 to Y6 to ensure that staff are better able to provide live marking and immediate feedback to all pupils, in particular those who are disadvantaged.	EEF - Teaching assistants play a vital role in schools and colleges. This guidance celebrates their contributions while acknowledging the complexities of maximizing their impact. It highlights research on effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering school and college leaders insights into overcoming barriers and making leadership decisions that unlock the full potential of this workforce. Deployment of Teaching Assistants EEF	1,2,3

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

Budgeted cost: £ 64,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for the Pupil Premium Champion in order to: Support and champion PP children – ensuring that wider staff are aware of what they can do to aid provision, support for PP children. Capture their voice in their experience of Hayward's and the teaching, provision and experience that they have. Monitor and enhance the educational experience available to disadvantaged children at Hayward's.	The PP champion tracks the lived experiences of PP children within the school. They support staff in provision mapping for all pupils, helping us to identify the children most in need of additional support (academic, social and emotional and to widen experiences). Pupil voice comes through in decisions made within the PP strategy and within the day to day working in the classroom.	2,4,5,6,7
Release time for the PE lead to: Champion opportunities for PP children.	The PE lead has regular weekly release time. One of the most important parts of their work is to carefully track experiences that PP children enjoy over the course of the year. She is able to identify opportunities, work with families to increase engagement and to support children to identify activities that they would be	5,6

Provide and deliver activities to engage and hook PP children. Work with PP children, and their families, to ensure that any barrier to regular engagement is removed which will ensure that they engage regularly in after school provision.	keen to engage with. This links closely with the Sports Premium plan and statement.	
Pupil access to high quality coaching sessions outside of the curriculum – clubs are designed around PP pupils' interests and following on from PP Champion/ Sports Lead conversations.	Clubs offered by Primary Sports paid for by school, rather than paid for by families, thus ensuring that there are no barriers, other than choice of engagement – which PP champion/Sports Premium lead, will be addressed through targeted conversations with PP pupils and communication with families. One club is for PP children only and is designed around the likes and interests of pupils.	4,5,6
Pastoral Interventions and Support programmes in place for children with SEMH needs.	Both targeted interventions and universal approaches can have positive overall effects: EEF educationendowmentfoundation.org.uk	4,5,6
To remove the barriers associated with home that may be impacting on a child's academic potential (e.g. attendance, engagement with school) through the employment of a school-based Family Support Worker who will lead on Early Help provision and TAF meetings across the school. A specialist Family Support worker who can work directly in the home with our most vulnerable families.	Hayward's have a number of families requiring a TAF. Evidence supports that families who receive support from our FSW make good progress against their identified Early Help targets. What does a Family Support Worker do? - Education and Social Work Birmingham City University	4,5,6
Provide Forest School experience, within the curriculum for all children.	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FyNctO7PUE1KVXofknv9wrMWuqNK2k/edit	5,6

<p>Provide children in EYFS with a session of Forest School per week from autumn 2 with the aim of raising pupils' vocabulary, language and communication skills through wider curriculum immersion. To raise the quality and quantity of 'talk' opportunities. Promote engagement with the outdoors and experience activities that they may not have experienced before.</p>	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding</p> <p>Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FyNctO7PUE1KVXofknv9wrMWugNK2k/edit</p>	<p>1,5,6</p>
<p>Supporting the development of OPAL at Hayward's</p>	<p>OPAL is a recognised programme which aims to support improved play for all pupils, particularly those who are disadvantaged. Given the importance of play in children's lives and current concerns about children's opportunity to access the time and space to initiate their own play, participation in the OPAL Programme has the potential to reap considerable benefits for children, parents, schools and the wider community.... One of its significant features revolves around the importance of a 'whole-school' approach which drives forward a cultural shift in thinking and attitudes about play that acknowledge the value of play as a right and for its own sake rather than for adult-designed, instrumental purposes. It is from this perspective that the benefits of play are more fully realised, and there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention and so on.</p> <p>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme</p>	<p>5,6</p>
<p>To establish a Breakfast Club for targeted families to ensure the highest level of attendance.</p>	<p>Establishing a breakfast club for key children who would benefit from a calm start to the school day and from an opportunity to engage with key daily learning expectations e.g. TTRS and Reading. Children would be invited to the group (15 maximum).</p>	<p>4,5,7</p>
<p>To promote increased family engagement through: Parenting workshops that focus on building positive relationships and reducing family conflict. Regular engagement events hosted by schools to equip parents</p>	<p>EEF - Parental Engagement (Parental engagement EEF)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ● general approaches which encourage parents to support their children with, for example reading or homework; 	<p>7</p>

<p>with strategies for supporting learning at home. Develop a community based hub offering family workshops/local services in collaboration with the wider community. Strengthened home-school communication, Ensuring parents receive timely updates and tailored advice on supporting homework and study habits and to build strong partnerships with families.</p>	<ul style="list-style-type: none"> ● the involvement of parents in their children’s learning activities; and ● more intensive programmes for families in crisis. 	
<p>To establish a peer mentoring programme where older students support younger learners academically, socially, and emotionally through a range of interventions including the Reading Mentor Programme.</p>	<p>EEF - Mentoring (Mentoring EEF) Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>Activities vary between different mentoring programmes. While some mentoring programmes include academic support with homework or other school tasks, approaches focused primarily on direct academic support (sometimes referred to as “academic mentoring”) are not covered in this strand. See one to one tuition and peer tutoring.</p>	
<p>To establish family workshops linked to SEALS framework</p>	<p>EEF - Parental Engagement (Parental engagement EEF)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children’s learning activities; and ● more intensive programmes for families in crisis. 	7
<p>A contingency is established to ensure</p>		5.6

that gaps in funding for trips, swimming and residentials can be filled so that there is no financial barrier to attendance.		
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Total budgeted cost: £162164*[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see more detailed yearly reviews for additional information.

National Comparison

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	56	38%	46%	Close to average (non-sig)	68%	-30	Not applicable	Not applicable
2025	21	48%	47%	Close to average (non-sig)	69%	-21	Narrowing	-
2024	13	38%	46%	Close to average (non-sig)	67%	-29	Narrowing	-
2023	22	27%	44%	Below (non-sig)	66%	-39	Not available	High - SEN

Improvements across the curriculum have helped ensure that disadvantaged attainment is above the national average for our disadvantaged pupils at the end of KS2.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	56	59%	62%	Close to average (non-sig)	80%	-21	Not applicable	Not applicable
2025	21	76%	63%	Above (non-sig)	81%	-4	Narrowing	-
2024	13	38%	62%	Below (non-sig)	80%	-41	Widening	-
2023	22	55%	60%	Close to average (non-sig)	78%	-24	Not available	High - SEN

Apart from the blip in 2024, we are seeing positive improvement in our disadvantaged attainment in Reading at the end of Key Stage 2. The impact of the targeted Reading interventions is pleasing, particularly those aimed at developing reading fluency. Engagement with the Reading Fluency programme, which saw teachers trained to deliver the evidence-based intervention also had a very positive impact, with children in that intervention making particularly impressive progress. The intervention was incredibly effective and has been continued with pupils in Year 3 to Year 6. Remarkable progress is being made by all pupils who have engaged with the

programme, particularly in terms of their Reading age. Of the Year 6 pupils who engaged with the programme (all of whom were working well outside of Year 6 expectation), seven out of the 11 children targeted through the programme achieved ARE in their SATS at the end of Key Stage 2. Of the 4 pupils who didn't achieve this milestone, all pupils were in the high 90s on their scaled scores and had made excellent progress.

Of the 18 other children who accessed the intervention over the year: 78% made expected or accelerated progress this year; this is compared with last academic year where only 50% of those pupils made expected or accelerated progress (this progress is within BANDS so actually MOVING up a band, does not include other ways of measuring progress in smaller steps eg Hodder).

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	56	48%	59%	Below (non-sig)	78%	-30	Not applicable	Not applicable
2025	21	57%	59%	Close to average (non-sig)	78%	-21	Narrowing	-
2024	13	46%	58%	Below (non-sig)	78%	-31	Narrowing	-
2023	22	41%	58%	Below (non-sig)	77%	-36	Not available	High - SEN

The rigour and attention given to the Writing, through book scrutinies, close monitoring by the English Leadership Team, work on our Reading and Writing framework with DCC advisors and quality English CPD has helped ensure teachers are targeting disadvantaged pupils (and target pupils) effectively. Additional attention within the lesson through live marking – supported by TA and teacher – has helped any areas of concern to be addressed within the moment. This has been helped with our focus on adaptive teaching, through in-house CPD and through the NASEN programme, which has helped staff tailor their quality first teaching to meet needs. Tutoring has continued to help ensure that pupils receive targeted 1:1 or 1:3 support to address gaps within their Writing and address these as quickly as possible, as well as providing opportunities for targeted teaching.

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	56	48%	60%	Below (non-sig)	80%	-31	Not applicable	Not applicable
2025	21	48%	61%	Below (non-sig)	80%	-33	Widening	-
2024	13	54%	59%	Close to average (non-sig)	79%	-26	Narrowing	-
2023	22	45%	59%	Below (non-sig)	79%	-34	Not available	High - SEN

Maths disadvantaged attainment v national disadvantaged remains below our expectations. I am expecting the introduction of Reasoning tutoring for PP children next year and the wider embedding of Mastering Number across the school, will have a positive impact on our Maths attainment at the end of KS2.

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	56	46%	59%	Below (non-sig)	78%	-32	Not applicable	Not applicable
2025	21	52%	60%	Close to average (non-sig)	79%	-26	Narrowing	-
2024	13	38%	59%	Below (non-sig)	78%	-40	Widening	-
2023	22	45%	59%	Below (non-sig)	78%	-33	Not available	High - SEN

Other Observations:

- Phonics results for KS1 are at the
- The wider curriculum experience, both within school time (Forest School and PE opportunities) and outside of school (wider curriculum opportunities) have helped ensure that the PP children have a rich experience of school life.
- PP conferencing with the PP Champion have helped enable close attention to be given to pupils experience of their time in school. Conversations with pupils have helped identify issues that the school have been able to quickly address e.g. pupils experience of the wider curriculum v interruption caused by intervention.
- Carefully targeted pastoral support has helped to ensure that children are in the best position to learn effectively and make the most of the opportunities provided within their school day.

- Breakfast Club has helped improve the attendance of a key group of pupils. Pupils are keen to attend the club and it provides an effective transition between home and school and a space where any anxieties can be successfully addressed.
- Family Support Work helps families achieve targets referenced within TAF meetings and progress is being made to support improved attendance and circumstances at home.
- Good progress is being made by nearly all pupils through the NELI programme. Of the 15 children who participated in NELI sessions, 12 now have no concerns and have met expected milestones - this equates to 80% of children having successfully achieved with NELI.
- Whilst early in our use of the programme the Mastering Number programme is showing very promising results in EYFS and KS1. We are invested in the programme for Y3 to Y5 and are looking to achieve equally promising results.
- Pastoral support, and skilled one to one support, led expertly by the Inclusion Lead has helped ensure that fixed term exclusions are lower than the national average and continue to fall from previous years.
- Quality First Teaching, closely supported by the RWI lead, continues to help ensure that our Y1 phonics results remain above the national average. The Y1 cohort achieved a brilliant 82% compared with 80% nationally and above our predictions with 67% of disadvantaged pupils passing their phonics screening check. Catch up interventions in Y1 and Y2 help children to make accelerated progress from their starting points, with many achieving ARE levels (see 2024-2025 review for specific details). TAs have continued to deliver RWI tutoring successfully to the lowest 20% of pupils from both disadvantaged and non-disadvantaged backgrounds and the Early Reading and Phonics lead extended this to include EYFS pupils as well as Year 1 and Year 2. Y1 5/9 children 55% disadvantaged pupils reached age related in reading. Of the 4 children that did not reach ARE, 3 are on the SEND register and have EHCPs. Excluding SEND EHCP children 5/6 83% disadvantaged children reached age related. Y2 9/12 children 75% disadvantaged pupils reached age related in reading. Of the 3 children that did not reach ARE, 1 is EAL and 1 has an EHCP significant SEND and is leaving Haywards to join a specialist provision. Excluding EHCP and SEND pupils, 9/11 82% disadvantaged pupils reached age related levels in phonics and reading.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	96	91.5%	92.6%	Close to average	Relative decline	-
2023/24	95	92.3%	92.0%	Close to average	Relative decline	-
2022/23	99	93.2%	91.6%	Above	Relative improvement	High - SEN
2018/19	81	94.7%	94.4%	Close to average	Not available	-

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.