

Pupil premium strategy 2025-26

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hale Nursery and Primary Academy
Number of pupils in school	237 including Nursery
Proportion (%) of pupil premium eligible pupils	91 38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 to 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Clare Freeman Academy Head
Pupil premium lead	Clare Freeman
Governor / Trustee lead	Janice Prentice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,380
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139,380
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

To close the attainment for our disadvantaged pupils by providing them with the extra support that they require to make accelerated progress and improve their progress and attainment.

By providing early intervention, our disadvantaged children's barriers are quickly identified and addressed to ensure the children can quickly overcome them and that they do not limit any child's life chances.

Our strategy outlines extra staffing support to ensure rapid identification of barriers, as well as targeted interventions that will impact on attainment.

Challenges

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

Challenge number	Detail of challenge
1	To close the attainment gap for our disadvantaged pupils so they make the same progress as our non-disadvantaged pupils by providing them with the extra support that they require to make accelerated progress and improve their attainment.
2	There is reduced parental support for children and low parental engagement with school.
3	Social and emotional resilience of many pupils affects learning, relationships and wellbeing.
4	Limited speech and language skills of children in EYFS and KS1 impacting upon the development of reading and writing, particularly with fluency in reading and comprehension
5	Low attendance rates – families need support to ensure good attendance.

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
Improved attainment in EYFS and a higher percentage of children attaining GLD	Data shows that more than 70% of our pupil premium children in Reception reach GLD. Increase in GLD results year on year.
Maximum progress for our pupils in reading, writing and maths	Data analysis shows an on-going improvement in the amount of PP children achieving expected progress in reading, writing and maths in all year groups. Children who are attending PP interventions make more than the expected progress. Data shows the gap between PP and non-PP children is reducing.
Attendance rate improved closing gap between PP and non-PP	PP children's attendance is above 95% with a reduction in the number of persistent absences for PP children.
Improved Speech and language in Key Stage One and EYFS	Wellcom and Talk Boost intervention data show children making more than expected progress. The number of children achieving the expected standard within the EYFS curriculum increases.
Improved Phonics and spelling skills across the school – reflected in extended written work across the school, including Increased opportunities for extended writing	<p>Data tracking shows an improvement in the number of PP children achieving the national expectations within phonics.</p> <p>Increase in the number of PP children achieving the year 1 phonics expected standard.</p> <p>Increase in the number of year 2 PP children passing the phonics screening.</p> <p>KS1 writing shows increase in the number of PP children achieving the expected standard or more in all subjects.</p> <p>Year 3+ assessment data for PP children shows increasing numbers achieving the expected standard.</p> <p>KS2 data shows an increase in the number of PP children achieving the expected standard or more in all subjects.</p>
Improve the children's resilience and mental well-being to support their engagement with the work	Behaviour data shows reduction in red cards and behaviour incidents for targeted children. Improvements observed in SDQ scores for key children. Progress data shows improvement for children receiving ELSA or counselling.
Improvements in reading - improved engagement and comprehension across the school	Reading data shows continuing improvements for PP children. The number of PP children needing support to read five times a week is reduced. The number of PP children reading at the expected standard or more increases. Children achieving the expected standard at Year 2 and 6 increases.

Activity in this academic year 2025-26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time inclusion support</i>	To increase the capacity to drive forward EHCP applications for PP children as there is a high correlation between our PP children and our children with additional needs.	1
<i>Maintain small class sizes across the school to maximise support</i>	There is some evidence for additional benefits of smaller class sizes with younger children; so, smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.	4

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

Budgeted cost: £ 59,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing costs 1x HLTA with a PP focus to run 1:1 sessions.</i>	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition will be targeted at pupils' specific needs using our assessment system. Diagnostic assessment will be used to assess the best way to target support.	1
<i>1x Lexia coordinator</i>	To ensure the Lexia program is run with fidelity. Digital technology to be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Lexia licenses £3000	1

	IPADS £10,000	
<i>Embed high quality validated phonics scheme</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence; it is an important component in the development of early reading skills - particularly for children from disadvantaged backgrounds	1
<i>Improved maths interventions across the school</i>	Same day maths interventions are well considered and have maximum impact	1
<i>Talk boost intervention</i>	Oral language interventions are shown to have high impact based on strong evidence. Children have already shown high levels of progress using this intervention.	4
<i>Wellcom intervention</i>	Oral language interventions are shown to have high impact based on strong evidence. Children have already shown high levels of progress using this intervention.	4

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

Budgeted cost: £ 26,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular meetings with School attendance officer with PP children focus	Higher attendance will impact on the children's ability to access the learning and the targeted interventions that are designed to support and increase educational progress.	5
Play therapist for 1 day a week- 1:1 work with children	Support for mental health and getting the children in the right place to learn is key for their success in school.	3
Fulltime Elsa to work 1:1 and in small groups with the children to improve resilience and engagement in learning	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Although, it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	3

Total budgeted cost: £139,380

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.

Last year's Year 6 cohort had 54% SEND and 9 children with EHCPs. Several children were double disadvantaged, yet despite this the children achieved exceptionally well. The year group also had high levels of mobility with children joining part way through year 6. With this context applied we were extremely proud of how all of our children achieved. Outcomes for pupil premium children can be seen below

For reading, writing and maths, there was a dip in overall improvement but our PP children were achieving close or about national.

KS2 Disadvantage pupils Reading expected standard

Year	Cohort	School	National	National distribution banding
2025	16	75%	63%	Above (non-sig)

KS2 Disadvantage pupils writing expected standard

Year	Cohort	School	National	National distribution banding
2025	16	50%	59%	Close to average (non-sig)

KS2 Disadvantage pupils in Maths expected standard

Year	Cohort	School	National	National distribution banding
2025	16	56%	61%	Close to average (non-sig)

Year 4 MTC outcomes are also on an upward trend for all pupils, including Pupil Premium children, as identified by the IDSR.

Year	Cohort	School	National	National distribution banding
3-year	122	21.2	20.6	Close to average (non-sig)
2025	43	21.9	21.0	Close to average (non-sig)

There is a similar upward trend for year 1 phonics screening, the school now sits above national average.

Year	Cohort	School	National	National distribution banding
3-year	94	79%	80%	Close to average (non-sig)
2025	29	86%	80%	Above (non-sig)

Attendance for Pupil Premium children

Attendance rates for disadvantaged pupils remain close to the national average and we work hard on a daily basis to make sure all children who can attend do attend, although we would still like our figures to be above national for all children. As a trust, all academies now have an attendance champion who works alongside SLT to ensure attendance systems and processes are maintained and there is a robust attendance procedure in place to support all.

Year	Cohort	School	National	National distribution banding
2024/25 (2 term)	95	91.5%	92.4%	Close to average
2023/24 (3 term)	98	91.7%	92.0%	Close to average
2022/23 (3 term)	100	92.9%	91.6%	Close to average

In 2024/25, the curriculum for all year groups included at least one external visit and pupil premium children were enabled to attend trips, with financial support where needed. This included the Year 6 residential trip in November 2025, The Year 4 residential Trip March 2025. Pupil premium children were also invited to join in with a range of after-school clubs and activities, such as Gymnastics, football and Boogie Pumps.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Essential Letters and sounds	Oxford Owl
Talk boost speech and language intervention	I can
Play Therapy	
Lexia reading intervention	Lexia
Wellcomm speech and language	Wellcom