

Haxey Church of England Primary Academy Haxey

Church of England Primary Academy

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	177
Proportion (%) of pupil premium eligible pupils	13 Pupils 7.3%
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 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	
Pupil premium lead	Emma Byers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,429
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>	£38,429

Part A: Pupil premium strategy plan

Statement of intent

At Haxey Church of England Primary Academy, we continue to believe that by having the highest expectations and aspirations for all our learners, the highest possible standards can be achieved. We wholeheartedly believe that no child should be left behind and that excellence can be achieved for all through equity. Central to this belief is our commitment to ensuring that every child feels valued, included and that they truly belong within our school community. We recognise that children thrive academically, socially and emotionally when they feel accepted, respected and represented, and we strive to create a culture where every learner knows they matter and can succeed.

The focus of our pupil premium strategy is to support our disadvantaged pupils, which in turn supports all pupils to achieve their goals, regardless of their starting point, including those who are already high attainers. Alongside disadvantaged pupils, we recognise the challenges faced by children who are considered vulnerable, those with a social worker and those who are young carers. These children are included in this plan alongside all pupils. We understand that academic barriers are often intertwined with social, emotional and pastoral needs, and we therefore commit to providing timely, targeted support and intervention to ensure pupils are ready to learn and able to thrive. Our approach is rooted in inclusion, ensuring that every child has equitable access to opportunities, experiences and support, enabling them to participate fully in school life and develop a strong sense of belonging.

We seek to ensure that all children can be the best they can be and to equip them with the academic achievements, life skills and personal attributes needed to lead happy, safe and successful lives. We are an inclusive school. We believe that every child can be successful regardless of background, circumstance or ability. We value and promote love, hope, resilience, wisdom, courage and respect. These Christian values underpin our commitment to creating a nurturing environment where diversity is celebrated, individuality is respected and every member of our community feels welcomed and included.

Our strong pastoral ethos supports these values. We aim to remove barriers by promoting wellbeing, fostering positive relationships and creating a safe environment where every child feels known, understood, supported and cared for. We recognise that a child's sense of belonging is fundamental to both wellbeing and achievement. Therefore, we work closely with children, families and external agencies to build trusting relationships that enable pupils to flourish and engage fully with learning.

We make decisions based on what is right for our children and their life chances. The activity outlined in this statement is intended to support pupils' needs regardless of whether they are disadvantaged or not, including access to pastoral provision that promotes emotional resilience, positive mental health and a strong sense of belonging. We seek to ensure that every child can participate fully in the wider life of the school, recognising that inclusion extends

beyond academic success to encompass enrichment opportunities, leadership, personal development and community engagement.

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals within the last six years, children in care and children of parents serving in the armed forces. Our approaches are in response to identified needs and diagnostic assessment rather than assumptions about disadvantage. To ensure all children can excel, we focus on providing appropriately challenging learning, intervening early when barriers emerge, and regularly reviewing progress and next steps. This includes the early identification of pastoral concerns, followed by tailored emotional, social and behavioural support that enables children to re-engage positively with learning and feel connected to their school community.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing attainment gaps while benefiting all pupils. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our commitment to inclusion and belonging runs alongside our commitment to academic excellence; we believe that children are most successful when they feel safe, respected, represented and connected.

Pastoral intervention, embedded within our whole-school approach, works in tandem with high-quality teaching to ensure that barriers linked to wellbeing, attendance, confidence and emotional regulation do not prevent children from accessing learning and achieving their potential. Through a culture of inclusion, acceptance and belonging, we aim to ensure that every child develops the confidence, resilience and self-belief needed to flourish both within school and beyond.

The school's aims in spending the funding, policy and procedures for ensuring these aims are met, and reporting measures, are all provided in the Pupil Premium Policy. This policy should be read alongside the proposed spending document and the impact document of previous spending found on the academy website. Together, these documents demonstrate our commitment to a holistic approach that integrates academic excellence with strong pastoral care, ensuring that children's emotional, social and academic needs are supported with equal rigour. Above all, they reflect our unwavering belief that every child belongs, every child matters and every child deserves the opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Regular, punctual attendance is a challenge for a some of our disadvantaged pupils. 5 out of 19 (26%) pupil premium eligible pupils

	were persistent absentees in the academic year 2025-2026, and a further 5 pupils (26%) were at risk of becoming a persistent absentee.
2	Higher rates of suspension among disadvantaged pupils lead to reduced access to learning and contribute to gaps in attainment, attendance and engagement.
3	Many disadvantaged pupils face challenges with emotional regulation, which can lead to difficulties managing stress, frustration and unexpected changes. These barriers can reduce their engagement in learning and impact their readiness to participate fully in classroom activities.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is well below that of non disadvantaged pupils. 33% (1/3) of pupil premium eligible pupils achieved the expected standard in end of key stage 2 testing, 50% (2/4) scored 24+ in the Multiplication and Timetables check in Year 4. Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils across some year groups. Writing data also shows that disadvantaged pupils do not form as well as their peers. 63% (12/19) do not achieve age related expectations, compared with 32% of their peers.

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
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	The attendance of pupils who are persistently absent, or are at risk of it, decreases over time, as a result of the robust actions of the Senior Leadership and Pastoral teams.
To reduce the number of suspensions for disadvantaged pupils by improving behaviour, engagement and self regulation, ensuring that pupils remain in school and access high quality learning.	The number of suspensions for disadvantaged pupils will decrease. Behaviour records, attendance data and staff observations will demonstrate improved conduct, engagement in learning and positive relationships, with fewer incidents resulting in suspension.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Sustained high levels of wellbeing demonstrated by: - Qualitative data from student voice, parent surveys and teacher observations. - Social, emotional and mental health (SEMH) needs being supported by pastoral lead role.	Disadvantaged pupils will demonstrate improved well being, engagement and readiness to learn. Student voice, parent feedback and teacher observations will show increased confidence, resilience and participation in school life, while identified SEMH needs are effectively supported through targeted pastoral intervention.
Improved oral language skills and vocabulary among disadvantaged pupils.	Disadvantaged pupils will be able to demonstrate improved speaking and listening skills, using broader and more ambitious vocabulary confidently across all subjects. Assessments, observations and pupil voice will show an increased participation in discussions, greater use of subject-specific language, and an improved ability to articulate ideas and explain their thinking.
To improve the mathematical attainment of disadvantaged pupils by ensuring they secure mathematical fluency and reasoning skills, enabling them to apply mathematics accurately and confidently, achieve age related expectations, and narrow the attainment gap, or better.	Disadvantaged pupils will be able to demonstrate improved mathematical knowledge and fluency, applying key concepts and skills accurately and confidently. Pupil progress data, assessment outcomes and classroom observations will show increased attainment, stronger problem solving skills, and greater confidence in explaining mathematical reasoning.
To improve the writing attainment of disadvantaged pupils by ensuring they develop secure foundational writing skills, apply these confidently across a range of contexts, and achieve age related expectations, or better.	Disadvantaged pupils will be able to demonstrate improved writing skills, producing writing that is increasingly accurate, coherent and purposeful. Assessment outcomes, work scrutiny and teacher observations show progress in spelling, grammar and composition, with pupils applying a wider vocabulary and writing confidently across a range of subjects and genres. A greater proportion of disadvantaged pupils will have embedded age related foundational writing skills including handwriting, spelling, punctuation and sentence construction, enabling them to access and succeed in the wider writing curriculum.

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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The DFE English Hub	The English Hubs programme offers a range of support and continuing professional development (CPD) to primary schools to improve the teaching of early reading with a particular focus on systematic synthetic phonics, early language and reading for pleasure. This includes tailored support from literacy specialist and CPD. Subject hubs - GOV.UK	4,5
Ruth Miskin, RWi, consultancy	Investment in Ruth Miskin Read Write Inc. training provides high-quality CPD through specialist training, instructional coaching, modelling and ongoing support. This develops teacher expertise in the teaching of phonics, reading and writing, leading to improved classroom practice and better outcomes for disadvantaged pupils. Phonics Leadership, Tutoring and Targeted Training - Ruth Miskin Literacy	4,5

Subject leadership development	Research from the EEF shows that effective professional development is a key mechanism for improving teaching quality and pupil outcomes. As subject leaders are responsible for securing high-quality teaching and supporting colleagues, targeted CPD for subject leaders is essential in driving sustainable improvements across the curriculum. Effective Professional Development EEF	4,5
Embed the focussed vocabulary programme across the whole school – Word Aware/Concept Cat	Vocabulary EEF	4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and release time for teaching assistants to deliver: Precision teaching Social, Emotional and Mental Health based activities Sensory circuits interventions NELI Wellcomm	Teaching Assistant Interventions EEF Nuffield Early Language Intervention EEF	3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support,	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have	4,5

utilising a one-to-one approach. Release time for teaching assistant to lead the one-to-one interventions. Release time for Reading Leader to monitor and train staff in delivery of phonics and track phonics data to identify pupils for additional support.	been shown to be more effective when delivered as regular daily sessions Phonics Phonics EEF	
To actively encourage regular practise of key recall facts to support broader understanding in Maths and support parents in understanding how to support learning at home. (TT Rockstars/Purple Mash)	EEF Guidance Report – Improving Mathematics in EYFS, KS1 and KS2 alongside the DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 - Improving Mathematics in Key Stages 2 and 3 EEF EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2 - Improving Mathematics in the Early Years and Key Stage 1 EEF	4,5

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

Budgeted cost: £ 16,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a dedicated Pastoral Lead to provide targeted emotional, social and behavioural support for disadvantaged pupils, including early identification of SEMH	The DfE states that early, targeted pastoral support is crucial in addressing SEMH needs that act as barriers to learning. - Mental health and behaviour in schools - GOV.UK	1,2,3

needs, delivery of bespoke interventions, and coordination of multi-agency support. The Pastoral Lead will also work closely with teachers and families to remove barriers to attendance, engagement and learning.	EEF – Social and Emotional Learning The EEF identifies social and emotional learning approaches. These approaches include targeted support to develop emotional regulation, resilience and social skills—core elements of a Pastoral Lead’s work. - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – Behaviour Interventions Behaviour interventions, including mentoring, targeted pastoral work and relationship based support, are most impactful when linked to early identification of need and coordinated support systems. A dedicated Pastoral Lead provides precisely this structure. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF DfE Mental Health and Behaviour in Schools (Guidance) - https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	
Embedding principles of good practice set out in the DfE’s ‘Working Together to Improve School Attendance’ guidance. Attendance officer to monitor and challenge attendance of PP children.	https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf	2
SENDCo and Pastoral lead to run regular drop in sessions for parents and offer support as necessary, and sign post to external agencies as appropriate.	Parental engagement EEF	1,2,3
Embedding principles of good practice set out in the DfE’s ‘Working Together to Improve School Attendance’	Working together to improve school attendance - GOV.UK	1,2

guidance. Attendance officer to monitor and challenge attendance of PP children.		
--	--	--

Total budgeted cost: £ 38,429

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025/2026 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national, regional and school level.

Phonics Screening checks in Year 1 showed that 100% of disadvantaged pupils passed the check.

67% (2/3) of disadvantaged pupils in Year 6 achieved age related expectations in the end of key stage assessments for Reading, Writing and GPS. 33% (1/3) achieved the expected standard for Maths.

75% (3/4) of disadvantaged pupils in Year 4 achieved scored 21 or higher in the Multiplication and Timetables check.

Attendance will remain a priority area of focus for our disadvantaged children, figures for absenteeism of this group of children remains above National data.

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
Numbots/TT Rockstars	TT Rockstars (maths circle)
Read Write inc	Ruth Miskin
White Rose Maths	White Rose Maths

Word Aware/Concept Cat	ThinkingTalking
NFER	NFER
NELI	OxEd
Wellcomm	GL Assessment

Service pupil premium funding (optional)

<i>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</i>
The support we provide for Service Children mirrors the strategy for PP children.
The impact of that spending on service pupil premium eligible pupils
Both Service Pupils completed the academic year at the expected standard or above for their year group in all subjects.

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.