

# Pupil premium strategy statement – Hawridge and Cholesbury CE School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	16.7% (28 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	December 2023 – December 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rosie Phillips
Pupil premium lead	Heather Woodward and Caroline Davey
Governor / Trustee lead	Phillip Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 per child £42,420
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£42,420

# Part A: Pupil premium strategy plan

## Statement of intent

At Hawridge and Cholesbury we want to ensure that all children make good progress and achieve their full potential. We recognise that some of our children may face additional challenges. Our aim is to ensure that we address these challenges in order to support disadvantaged children to achieve highly and make good progress in all areas of the curriculum. Our Pupil Premium Strategy focuses on putting the necessary support in place so that there is no discrepancy between the attainments of disadvantaged children when compared with the attainment of their non-disadvantaged peers.

We have carefully considered the challenges faced by the disadvantaged children in our school and outline in our strategy the evidence-based support we will be putting in place to address these. The strategies we will implement aim to improve the progress and attainment of our disadvantaged children, but it is our belief that all children in our school will benefit, leading to improved progress and attainment for all.

There is a substantial amount of evidence to support the effects of health and wellbeing on attainment. In order to learn, children must first have their physical and psychological needs met. The full impact of the pandemic on children's wellbeing is not yet understood but child health and wellbeing remains at the heart of everything we do and will be a major focus in our Pupil Premium Strategy.

Research has shown that high quality teaching is key to closing the disadvantaged attainment gap and for this reason it underpins much of our Pupil Premium Strategy. There will be a focus on developing the quality of teaching through focused CPD and sharing effective practice.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we have:**

- used 'assessment not assumption' to identify the key challenges facing our disadvantaged children
- chosen evidence based approaches which will support the progress and attainment of all children
- set out a 3 year plan where we can fully embed the strategies outlined and build on our successes yearly.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we will:**

- take a whole school approach to supporting disadvantaged children, where everyone

<p>takes responsibility for children's outcomes</p> <ul style="list-style-type: none"> <li>- have high expectations of what children can achieve and ensure that children are appropriately challenged in order to move their learning forward.</li> <li>- be responsive to the needs of our children</li> <li>- be reflective about what is working well and what we need to change to meet the needs of our children.</li> </ul>
--

## Challenges

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

Challenge number	Detail of challenge
1	Additional Social and Emotional needs <i>37% of our disadvantaged children have additional social and emotional needs.</i>
2	Parental Engagement Parental engagement from our disadvantaged families continues to be an area for development. 25.9% of parents of disadvantaged children did not attend parents evening.
3	Attendance Attendance is a concern for 22.2% of our disadvantaged children.
4	SEND 37% of our children who are disadvantaged also have special educational needs.
5	Reading in Key Stage 1 In Summer 2023, the attainment gap between disadvantaged and non-disadvantaged in reading at Key Stage 1 was -64.0.

## 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 with social and emotional needs will have increased self-esteem, resilience and wellbeing.	<p>There will be an increase in self-esteem and wellbeing shown by pupil questionnaires such as the Hare Self Esteem scale (Hare 1975) and wellbeing surveys.</p> <p>Teachers report increased resilience in disadvantaged pupils.</p>

	<p>Children receive individualised support at the time of need :</p> <p>A range of interventions and support strategies are in place across the school that have been adapted to suit the needs of the child. These are put in place quickly once the need is identified.</p> <p>Children have a positive attitude towards school and know where they can go for support:</p> <p>Pupil Voice and pupil surveys demonstrate a positive view of school.</p> <p>Pupil surveys show that pupils know who they can talk to for support when they are worried.</p> <p>Pupil voice shows that pupils feel they have been given the right support to prepare them for secondary school.</p> <p>Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.</p>
Improved parental engagement from parents of disadvantaged children.	<p>Levels of engagement for disadvantaged children is in line with non-disadvantaged children</p> <p>This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.</p>
Improved attendance of disadvantaged children.	<p>Attendance data will show an improvement in the attendance of disadvantaged children.</p> <p>The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.</p>
Children with special educational needs make improved progress and attainment from their starting points in Maths.	<p>67% of children with SEND achieve expected levels in Mathematics at the end of Key Stage 2 (July 2026).</p>
To narrow the attainment gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 in Reading.	<p>The gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 will decrease.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued access to Read Write Inc portal for resources and training videos alongside 3 x support visits from the Read Write Inc team.  Weekly coaching for all staff teaching Phonics from Phonics Lead.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children (+ 5 months). <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5
Continued staff development focusing on adaptive teaching to continue to ensure our lessons and tasks are accessible for all learners and contain the correct level of challenge.  SENDCO led CPD for all staff on how to support children with SEND to reach their full potential.	Research in cognitive science, master teachers cognitive supports all provide evidence for the effectiveness of the principles developed by Rosenshine (2012). These principles of instruction will lead to more effective learning and greater cognitive retention for all learners if used effectively in the classroom.	4, 5
Weekly teacher coaching sessions to improve the verbal feedback skills that teachers use when meeting with children e.g. improving	Verbal feedback can provide + 7 months progress.  Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.	4, 5

questioning skills and encouraging children to develop an awareness of their own learning.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	
HLTA training  HLTA to deliver targeted interventions	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children (+ 5 months).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4, 5

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

Budgeted cost: £19,511.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Multiplication tables interventions	<p>Small group tuition has an average impact of 4 months additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4

<p>Resources to support targeted academic support for SEND children and adaptive teaching within the classroom (Clicker 8 and Widget).</p>	<p>Clicker 8 provides support for a diverse range of needs and evidence has demonstrated benefits including:</p> <ul style="list-style-type: none"> <li>- Increased writing output and quality (pupils write more words and use more complex vocabulary, as seen in studies showing nearly triple the words written with Clicker),</li> <li>- Greater independence (Students need significantly less adult help e.g. 6.5x less prompting, fostering self-reliance)</li> <li>- Enhanced Confidence and engagement (Teachers observed heightened confidence, focus, and motivation, with students enjoying activities more).</li> </ul> <p>Evidence overwhelmingly supports the use of visual symbols (such as those provided by Widget) for enhancing communication, understanding, and independence across a wide range of individuals, particularly those with communication difficulties, low literacy, or who are non-verbal.</p> <p>Findings from case studies and reports consistently point to positive outcomes in communication and accessibility.</p>	<p>4, 5</p>
<p>Calibre Audio Assisted Reading Project for children working below age related expectations in Reading</p>	<p>Research carried out by Calibre Audio and the University of Bedfordshire has shown that guided reading groups where students listen to an audiobook while following the printed book increases their enjoyment of and engagement in reading and contributes to better attainment levels in the longer term.</p> <p>A research review by the National Literacy Trust shows that listening to an audiobook requires the same cognitive skills as reading in print and supports the development of skills that children need to read including language comprehension and the ability to understand and retain information.</p> <p><a href="https://nlt.cdn.ngo/media/documents/Audiobooks_and_literacy_2020.pdf">https://nlt.cdn.ngo/media/documents/Audiobooks_and_literacy_2020.pdf</a></p> <p>Audiobooks have also been shown to aid relaxation and mental wellbeing.</p>	<p>1,2,4,5</p>
<p>Catch up Phonics interventions for children working below age related expectations in Reading.</p> <p>Fresh Start KS2 Intervention</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children (+ 5 months).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>On average one to one tuition is very effective at improving pupil outcomes.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately 5 additional months' progress on average.</p> <p>Short, regular sessions appear to result in optimum impact.</p>	<p>4, 5</p>

<p>Phonics 1:1 tutoring sessions by Phonics Lead KS1</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Reading comprehension strategies are high impact on average (+ 7 months). Alongside Phonics, this is a crucial part of reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>SEND/CO/Teacher/ LSA intervention groups to support development of fundamental skills for children working below age related expectations in Maths, Reading and Writing.</p> <p>Plus 1 Maths</p> <p>Power of 2</p> <p>Precision Monitoring</p> <p>Inference Detectives</p> <p>Speech and Language Link interventions.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Reading comprehension strategies are high impact on average (+ 7 months). Alongside Phonics, this is a crucial part of reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>4, 5</p>
<p>Additional reading support for children working below age related</p>	<p>Paired reading is a research-based fluency strategy used with readers who lack fluency. The following research supports the use of the paired reading strategy for developing fluency and raising</p>	<p>4, 5</p>

<p>expectations in Reading or who are not being read with regularly at home.</p> <p>5 mins reading with an adult each day for these children.</p> <p>(42 pupils)</p>	<p>attainment:</p> <p>Fuchs, D., Fuchs, L., &amp; Burish, P. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i>, 15(2), 85-91.</p> <p>Koskinen, P. &amp; Blum, I. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. <i>The Reading Teacher</i>, 40(1), 70-75.</p>	
<p>Teachers and LSAs to target children who are not being read with regularly at home and provide additional home communication or incentives. Work with families to increase parental engagement in weekly reading and the recording of this.</p>	<p>Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost.</p> <p>Evidence suggests that there are higher impacts for children with low prior attainment.</p>	2, 4, 5
<p>1:1 teacher-pupil conferences for disadvantaged children and children with SEND in their class.</p> <p>Teachers to discuss targets and progress with each child, focusing on achievements and next steps in targeted areas.</p>	<p>Verbal feedback can provide + 7 months progress.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	1, 4, 5
<p>Class teachers and LSAs use 'conferencing' and verbal feedback to respond to children's work.</p> <p>Children peer and self-assess their work.</p> <p>(In lesson time)</p>	<p>Studies have shown positive effects of feedback from teachers and peers (EEF)</p> <p>Verbal feedback can provide + 7 months progress.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p>	4, 5
<p>Targeted interventions to support social and</p>	<p>Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008,</p>	1, 3, 4

<p>emotional skills and mental wellbeing e.g. nurture groups, friendship groups, Lego Therapy.</p> <p>Nurture</p> <p>Lego therapy</p>	<p>2009), with direct teaching of EL found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, &amp; Schellinger, 2011; Zins, Bloodworth, Weissberg, &amp; Walberg, 2007).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra &amp; Neva, 2011; Djambazova-Popordanoska, 2016)</p>	
Play Therapy	<p>Play Therapy UK's latest research shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. The more severe the problems the greater percentage of positive change (74% for those with slight/moderate problems, 83% for those with severe problems). Age also has an effect on improvement: the younger the child the greater the percentage positive change: 80% at age 6 - 71% at age 12.</p>	1, 3, 4
One to one social and emotional support/skills teaching.	<p>"Social and emotional skills can improve academic attainment and enhance pupils' motivation, as well as promote wellbeing and help prevent mental health difficulties from developing.</p> <p>Schools can play a pivotal role in building the strong emotional foundations that all of us need in order to thrive and be mentally healthy." (Anna Freud National Centre for Children and Families).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra &amp; Neva, 2011; Djambazova-Popordanoska, 2016)</p>	1, 3, 4
Year 6 Booster groups	<p>Small group tuition has an average impact of 4 months additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4

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

Budgeted cost: £15, 677

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Continue to promote and develop new attendance initiatives to improve school attendance of all pupils.</p> <p>Track attendance of pupils carefully and address quickly where attendance drops below 90%</p> <p>Identify families who need support and put this support in place quickly.</p>	<p>Positive impacts have been found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective (EEF Attendance Interventions Rapid Evidence Assessment March 2022)</p>	<p>2, 3</p>
<p>Activities to increase wellbeing and cultural capital- residential, school trips, experiences, adventure days etc.</p>	<p>The EEF state “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</p> <p>Educational trips have long been used to support learning in a range of subjects and learning to life. They can help pupils to develop a sense of responsibility outside the classroom, giving them opportunities to put into practice the content learned in the classroom.</p> <p>They can also help develop students’ self-esteem, self-confidence, and self-belief.</p> <p>It is well understood that trips and educational visits can provide children with the opportunity to experience different cultures, respect differences, and develop new friendships with their peers, broadening their horizons and knowledge.</p>	<p>1, 3</p>
<p>Provide a range of enrichment opportunities as part of our FRESH curriculum to increase children’s cultural capital e.g. cooking, sports, crafts.</p> <p>Involve parents where possible.</p> <p>Provide financial support for enrichment clubs and music lessons to ensure disadvantaged children can access these</p>	<p>Enrichment opportunities are encouraged by the Department for Education (DfE) and Ofsted. The importance of personal development and extending the curriculum beyond academic achievement is well understood.</p> <p>Enrichment opportunities can help children to develop their interests and talents and enable them to develop their character, including resilience, confidence and independence. They can support their understanding of how to keep physically and mentally healthy, prepare them for future success and help to equip them with the skills needed to become responsible, respectful and active citizens.</p>	<p>1, 2, 3</p>

Art and Music activities and themed days/events Involve parents where possible.	Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing. More positive attitudes to learning and have also consistently been reported. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 3
Involve parents in our well-being ethos through events, information and tips in the newsletters, text messages and website and social media posts. Provide resources and ideas for promoting well-being at home for children and parents.	Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009).	1, 2, 3, 4
Implement and embed a wide range of parental involvement strategies (including the use of social media, parenting courses, improving pre-school links for smoother transition and earlier parental engagement)	Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior attainment. Positive impacts on school attendance have been found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. (EEF Attendance Interventions Rapid Review, 2022)	1, 2, 3, 4

**Total budgeted cost: £42, 879.68**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Outcome 1: Children with social and emotional needs will have increased self-esteem, resilience and wellbeing.**

*Success Criteria:*

*There will be an increase in self-esteem and wellbeing shown by pupil questionnaires such as the Hare Self Esteem scale (Hare 1975) and wellbeing surveys.*

In December 2025 all disadvantaged children took part in a pupil wellbeing survey.

63.7% of children surveyed reported feeling 'very happy' or 'happy' about coming to school each day. 26.3% said they were 'not sure' how they felt coming to school and 9.1% (2 children) said they were 'unhappy' about coming to school. Whilst we aim for 100% of children to feel happy about coming to school each day, the children who responded 'not sure' or 'unhappy' cited reasons such as preferring to stay at home, wanting to do other activities or wanting to stay with a parent. None gave reasons about school being a place they did not feel comfortable.

86% of children said they were happy with their friendships at school. The rest of the children said they were 'not sure'.

59.1% of children said they felt 'confident' or 'very confident' about their work and learning. 22.7% said they were 'not sure' and 18.2% said they felt 'a bit worried'. From speaking to the children this seemed to be a result of finding work challenging or feeling that they need help. As a school we will continue to strive to ensure all children feel able to complete tasks set using scaffolded resources and appropriate support whilst encouraging independence and resilience.

Our year 4 and 6 pupils took part in a Health Behaviour Survey for Buckinghamshire Council and Public Health in December. We also took part in the survey back in 2023 and we hope the results (which will be sent to us in the spring term) will provide us with some useful data about the wellbeing of our children and how best to support them.

*Success Criteria:*

*Teachers report increased resilience in disadvantaged pupils.*

A teacher survey was carried out in December 2025 and teachers were asked about the resilience and self-esteem of their disadvantaged pupils individually. Teachers reported increased resilience in 75% of disadvantaged pupils since the beginning of the academic year. They also reported that 64.3% of their disadvantaged pupils were demonstrating increased self-esteem now compared to September.

*Success Criteria:*

*Children receive individualised support at the time of need:*

*A range of interventions and support strategies are in place across the school that have been adapted to suit the needs of the child. These are put in place quickly once the need is identified.*

In addition to the interventions that were already in place, a wide range of interventions and strategies have been implemented since December 2024 to support children not working at age related expectations. Further interventions, targeting a wider range of pupils have been implemented since September 2025. Our current interventions include Phonics 1:1 tutoring sessions, 'Fresh Start' Phonics sessions for KS2 children, additional reading, 'Power of 2' maths interventions, pre-teaching vocabulary sessions, 'Inference Detectives' and 'Precision

Monitoring' among others. Teachers have reported a noticeable effect on confidence and resilience in the vast majority of children in lessons, including those who are disadvantaged. Children are more willing to try things independently using strategies they have learned and resources they have available before asking for adult support.

In addition to academic support, a range of social interventions have taken place to support our children's emotional wellbeing and self-esteem. Children who have required additional support with social and emotional needs have been supported through Nurture groups, Lego therapy, 1:1 social skills sessions and friendship groups. Specific children have also received social and emotional support on a 1:1 basis at the time of need and tailored support such as soft starts to aid their transition into school. 4 children have also received Play Therapy from our Play Therapist. Both teachers and parents have noted positive effects on the children involved in a range of areas. These include improvements in transitioning into school in the mornings, maintaining friendships, taking part in more activities, contributing in class more regularly and working with more independence in the classroom.

*Success Criteria:*

*Children have a positive attitude towards school and know where they can go for support:  
Pupil Voice and pupil surveys demonstrate a positive view of school.*

Pupil Voice was carried out with disadvantaged children from across the school in October 2025. Of the children surveyed, 90.1% children said they 'always' felt their school was a good school. 9.1% said that their school was a good school 'most of the time'. No children reported feeling that their school was 'sometimes' or 'never' a good school.

90.9% of children surveyed said they always felt happy at school 'always' or 'most of the time' and 9.1% said they felt happy at school 'sometimes'. No children reported never feeling happy at school. This is a significant improvement on last year where 62% of children had a positive view of school.

63.7% said they enjoyed school 'always' or 'most of the time' and 18.2% said they enjoyed school 'sometimes'. No children reported never enjoying school.

Whilst much of this data is positive, we aim for all children to enjoy school and feel happy at school always or most of the time. A further pupil voice will be carried out with all disadvantaged children to establish if this is a consistent finding and analyse if there are any issues we need to address. The results of the Bucks Health Survey may also provide us with some valuable data.

*Success Criteria:*

*Pupil surveys show that pupils know who they can talk to for support when they are worried.*

100% of children surveyed said that there is an adult they can go to if they feel worried.

*Success Criteria:*

*Pupil voice shows that pupils feel they have been given the right support to prepare them for secondary school.*

*Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.*

Pupil surveys were not carried out at the end of the academic year but teachers reported that the majority of children felt prepared for their move to secondary school. There were some nerves about the change but on the whole children were looking forward to the next chapter in their educational journey. Teachers worked hard to ensure this was the case, providing a range of support including arranging visits from teachers/leaders from their secondary schools and transition days. Additional transition days were also arranged for our more vulnerable pupils. Some children received additional 1:1 support where they were able to share any worries or

concerns about their move to secondary school.

As well as the interventions mentioned previously, a range of enrichment opportunities have been provided to support the wellbeing and cultural capital of our children.

These have included:

- Live 'Meet the Author' sessions run by a local book shop to inspire the children to read as well as to inspire them with their own writing.
- Local trips to the common
- Forest School/Outdoor learning sessions for every child
- School trips and residential.
- History days in school.
- A Planetarium visit
- Immersive learning opportunities such as a session about bees where the children learned about bees, pollination, tasted honey and studied a live colony of bees!
- Kith and Kin afternoons.
- A trip to the River Chess.
- Sports day.
- A talk, performance and workshop delivered by a scooter champion.
- A 'Bikeability' course.
- Inter-school sports events such as netball, football, cricket and tag rugby.
- Hatching and rearing chicks in years 2 and 6.
- A year 6 French café.
- A professional singer visit and mental wellbeing/online safety talk.
- A Year 6 'mini enterprise' event.
- Swimming.
- A penalty shoot-out at Chesham United.
- Bucks Music Trust lessons for 2 year groups- Ukulele and Djembe drums
- Chelsea football club training with year 6.
- Rock Steady music lessons.

A range of extra-curricular clubs and activities are available for our children including dance club, art club, music lessons and gymnastics. Funded places are available for disadvantaged children. 21.4% of our disadvantaged children are taking part in one or more of these opportunities at present but we are working to increase this through increased promotion.

Since the summer term, our 'Early Birds' breakfast club has been providing a free breakfast for all children who attend alongside a range of fun activities the children can enjoy with their friends. Children are able to attend from 7:50 each day. Over 72 of our children have used 'Early Birds' so far and the number of children attending each day is increasing. 25% of our disadvantaged children are currently using the club regularly.

For many of our children, the club has supported a smooth and calm transition into school in the mornings. It has also meant that they are regulated before school officially starts and ready to attend to learning as soon as it begins. This has been particularly helpful for our children with emotional based school non-attendance (EBSNA). At present 80% of our children who had EBSNA have good attendance and are no longer persistent absentees. This can be attributed to a range of factors including tailored support but breakfast club has played a big part for some of these children also.

## **Outcome 2: Improved parental engagement from parents of disadvantaged children.**

### *Success Criteria:*

*Levels of engagement for disadvantaged children is in line with non-disadvantaged children. This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.*

Parental attendance at parents evening of children who are disadvantaged is in line with parents of non-disadvantaged children with only 7.1% of parents not booking or attending their parents evening appointment.

On average, 25% of disadvantaged children's parents attend the weekly 'Read in' sessions in Early Years and KS1. However, we are conscious that it may be a difficult time for some parents as they may need to get to work. Furthermore, 25% of our disadvantaged children attend Early Birds breakfast club so are dropped off early to school.

Teachers reported that 35.7% of disadvantaged children have their reading record signed regularly to show that their parent is reading with them during the week. This is clearly far less than we would want and is something we are continuing to address through promotion and parent workshops. We also provide additional support for all children who are not being read with at home on a regular basis.

65.2% of disadvantaged children complete their homework regularly. We will continue to promote the value of completing homework with parents and teachers will discuss parental engagement with families at parent's evenings.

Parental attendance at our Kith and Kin events varies. Unfortunately, only 17.4% of our disadvantaged children had a parent attend our Autumn Kith and Kin event which was lower than the parental attendance for non-disadvantaged children. 66 children in total had one or more parent attend (37.1%). However, parental engagement at other events during the year has been in line with non-disadvantaged children.

These events have included:

- 'Mystery Reader' every Friday afternoon in EYFS and Key Stage 1 where a parent volunteer from each class reads a story to the children.
- Phonics workshops for parents.
- A Key Stage 2 'Phonics surgery'.
- Stay and Play sessions in EYFS in the summer term.
- The Year 6 Production.
- Bulb planting.
- A Nativity production.
- A Key Stage 2 Carol service.
- Sports day

We will continue to provide a range of parental engagement opportunities to involve parents in their children's education as much as possible as well as promoting the importance of this with families.

## **Outcome 3: Improved attendance of disadvantaged children.**

### *Success Criteria:*

*Attendance data will show an improvement in the attendance of disadvantaged children. The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.*

*Attendance data demonstrates that the attendance of our disadvantaged pupils is in line with our non-disadvantaged pupils*

In October 2025 the attendance average for our disadvantaged children was 94%. This was slightly less than the attendance for non-disadvantaged children which was 96.8%.

Our whole school attendance from 1<sup>st</sup> September to 11<sup>th</sup> December was 95.14%. The attendance of our disadvantaged children was 92.82%.

These figures demonstrate that attendance for our disadvantaged children is not yet quite in line with our non-disadvantaged children.

In December the percentage of children classified as persistently absent (attendance of less than 90%) was 14.1% (25 children). 8 of these were disadvantaged children. Therefore, 32% of our persistently absent children are disadvantaged which is higher than the 25% figure in December 2024.

28.6% of disadvantaged children overall are persistently absent demonstrating that this is still an area for development which we need to address. We will continue to strive to see this figure decrease using a range of strategies including tailored support for specific children where necessary. Support is in place for those children who can experience difficulties attending school or transitioning into school in the mornings and we have noticed marked improvements for some children as mentioned above. Currently only one child who was previously persistently absent due to EBSNA has an attendance below 90%. We are working closely with families and where necessary, external agencies to provide the support needed to improve attendance.

Attendance remains a prominent focus and is promoted in assemblies each week. It is also celebrated in the weekly newsletter. The attendance of all pupils is carefully monitored by the Attendance Champion who works with class teachers and senior leaders to devise and introduce the necessary support when children's attendance becomes a concern.

#### **Outcome 4: Children with special educational needs make improved progress and attainment from their starting points in Maths.**

##### *Success Criteria:*

*67% of children with SEND achieve expected levels in Mathematics at the end of Key Stage 2 (July 2026).*

This year 37.5% of children met the expected standard in Maths at the end of Key Stage 2. This is an improvement of 14.9% from last year but is not as high as we would have liked.

40% of our current year 6 children achieved Age Related Expectations (ARE) in July 2025. This continues our improving picture but is unfortunately still a way off our overall target.

Throughout 2024/25 staff received regular staff training on Rosenshine's principles and how to best support children with SEND in Maths. Maths CPD has also been delivered to staff. Our teachers continue to strive to provide the best quality first teaching possible for our children with SEND in order to support the development of their mathematical knowledge and skills. Additional interventions are in place to support our children with SEND, focusing on their individual targets to move their learning forward. Whilst some of our children with SEND may not be achieving ARE in Maths, they are making progress which is evident in their classwork.

## **Outcome 5: To narrow the attainment gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 in Reading.**

### *Success Criteria:*

*The gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 will decrease.*

In September 2025 all staff took part in a 2 day official Read Write Inc Phonics training to support their teaching of Phonics in EYFS and KS1 as well as to develop their skills to support children in KS2 with their reading and writing. Since the training, our Phonics Lead has continued to monitor the teaching of Phonics and offer support and guidance where necessary. She provides weekly coaching sessions for all staff delivering Phonics sessions or Fresh Start Phonics catch up programmes.

Throughout 2024/25 staff received regular staff training on Rosenshine's principles and how to best support children with SEND.

We have also worked with Local Authority Advisors to support our whole school approach to the teaching of Reading.

1/1 disadvantaged child exceeded the expected standard and achieved the Greater Depth Standard (GDS) in Reading at the end of KS1 in July 2025. This is an improvement on 0/6 disadvantaged children meeting the expected standard in July 2024.

Currently, 50% of disadvantaged children in year 2 are on track to achieve ARE in Reading at the end of Key Stage 1.

50% of current disadvantaged children passed the Phonics screening test in June 2024.

Currently in Year 1 84.2% of children are on track to achieve the expected level by the end of the year.

The three children who are not on track have moved up 3 book bands since September, therefore making 3 steps of progress with their reading levels in a term. It is looking likely that they will pass the Phonics Screening Check at the end of the year (June 2026).

In year 1, 100% of the children with SEND and 100% of the disadvantaged children are on track to meet ARE.

In Year 2 currently, 82.4% of children are on track to meet the expected level by the end of the year. 50% of our children with SEND and 50% of our disadvantaged children are on track. Children not yet on track are showing good progress demonstrated by an increase in sounds known and moving up through their reading levels.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Nessy	Nessy Learning
Clicker 8	Crick Software

## 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 or recovery premium funding.*