

Haverigg Primary School  
Pupil Premium Strategy statement  
2024 to 2027



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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	Haverigg Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mel Narongchai Headteacher
Pupil premium lead	Mel Narongchai Headteacher
Governor lead	Zareena Sheldon disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,235
Recovery premium funding allocation this academic year	£3,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£25,235</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We intend to improve outcomes for all children by focusing on 'the roots' and adapting the way we teach, accepting that, as school staff, we need to ensure a consistently high lesson standards geared to the children's needs and adapted where these needs change.

We intend to value and promote the importance of well-planned and resourced play and outdoor activities/enrichment throughout the school and provide increased opportunities for children to develop their critical thinking skills, problem solving, sustained attention and language; all essential skills for learning.

We intend to prioritise mental health and emotional well-being to provide children with the understanding and strategies to regulate their emotions and manage their responses and reactions more steadily and effectively; this will impact on their learning, progress and ultimately their attainment as they move through primary school and into secondary school.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of emotional resilience, ability to self-regulate and self-confidence impacting on motivation and ability to focus and learn. This is impacting on basic literacy and numeracy skills
2	Limited language and communication skills on entry into Reception resulting in ongoing vocabulary and language deficits impacting on phonics, reading, writing and maths progress and overall attainment.
3	Increasing numbers of children who struggle to think critically; reason mathematically and apply maths knowledge to problem solving; apply inference skills to reading.
4	Rural isolation and low income impacting on cultural opportunities and experiences.

## 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 continue to improve overall quality of teaching across school.	<ul style="list-style-type: none"> <li>Teaching approaches will be consistently good across school.</li> <li>Staff will demonstrate good subject knowledge through clear explanations and effective questioning.</li> <li>Lessons will all be good to outstanding across school as evidenced through video observations, drop-ins, observations and discussion with children around their learning and their ability to recall it.</li> <li>Assessments show all children making good progress and disadvantaged children making better than expected progress.</li> </ul>
To improve and impact on children's overall mental health, emotional regulation and resilience across school.	<ul style="list-style-type: none"> <li>Access to quality play and resources throughout the early years and KS1 will impact positively on sustained concentration/focus.</li> <li>Children will be better able to problem solve and think critically through their self-led play, leading to better resilience and ability to self-regulate.</li> <li>Emotion coaching approach will continue to be used – talking children through times of strong and sudden emotions – supporting them through co-regulation and teaching them to problem solve.</li> <li>ELSA are in place (x2) and actively addressing individual needs on a weekly basis (1:1 work and small group work where appropriate)</li> <li>Address whole school mental health and wellbeing (including staff and parents) to establish a common approach and shared understanding/language.</li> </ul>
To develop children's critical thinking skills and ability to think and reason.	<ul style="list-style-type: none"> <li>Children will be able to reason and apply learning more effectively – resulting in more children achieving expected standard at the end of KS2 and increased greater depth in reading and maths.</li> <li>No hands up; think, pair, share and cold calling approaches are in place in all classrooms. Children understand why this is important. Additional approaches are established and consistently implemented overtime.</li> <li>Reasoning in Maths and inference in reading are prioritised and evident in lessons.</li> </ul>
To embed and maintain improvements in phonics and reading attainment in EYFS, KS1 and ensure children start KS2 on track.	<ul style="list-style-type: none"> <li>Half termly assessments support effective groupings and identify children who need additional 1:1 phonics and reading tutoring early.</li> <li>Tracking shows that the majority of children are making good progress and are on track or beyond at each assessment point.</li> <li>Staff training is up to date and session delivery monitored ensuring teaching of phonics and reading is of a consistently high standard.</li> <li>Children in KS2 who still require 1:1 catch-up are timetabled for daily sessions to fast track progress (assessed and monitored as above).</li> <li>Accelerated reader effectively supports readers through KS2: reading progress is monitored and assessed to ensure children are reading at an effective level.</li> </ul>

	<ul style="list-style-type: none"> <li>End of KS2 SATs results continue to improve with the aim of all children consistently transferring to secondary school reading at age expectations or above.</li> </ul>
To raise overall attainment in writing so that children leave primary school at age related expectations.	<ul style="list-style-type: none"> <li>The number of disadvantaged children achieving expected standard and greater depth by the end of KS2 will increase.</li> <li>Children will have opportunities to record their ideas in enabling ways.</li> <li>New writing framework 2025 training attended with key focus on Reception over the 2025/26 academic year.</li> <li>Key take-aways implemented across school to promote writing enjoyment</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance is at/above national expectation of 96%</li> <li>Learning is continuous and prioritised by parents and they understand the importance of school attendance and we have a reduction in school time holidays.</li> <li>School transport availability for disadvantaged children ensures that children attend regularly</li> </ul>
Children will benefit from cultural opportunities and enrichment outside of school – such as residential and trips	<ul style="list-style-type: none"> <li>Children will have more experiences to draw on and develop more independence and deeper friendships because of these shared experiences.</li> <li>Children will build self-confidence and emotional resilience and will look forward to the next residential instead of being apprehensive about a new experience.</li> <li>Children will develop a wider understanding of modern day Britain and be more able to talk about different faiths and beliefs and reflect on their Arts and cultural experiences.</li> </ul>

## 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: **£0 (4xusers paid for through the WELL Project)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - The Great Teaching Toolkit	<p>Evidence that Quality First Teaching has a disproportionately positive impact on disadvantaged children – if we teach well across school, outcomes for this group of children will improve.</p> <p>Whole school data overview shows a widening gender attainment gap. Language and emotional development appear to be the main underlying reasons for this; further impacted over the past 2 years. Disadvantaged children and those with SEND have been disproportionately affected by disruption and closures and the gap has widened for these groups; of these groups, the majority are boys.</p>	1,2,3

	<p>The learning landscape over the past 3 years has been uneven and prone to ongoing challenges. Children's needs are being addressed and impact can be seen, but maintaining a consistent approach continues to be a key factor – avoiding quick decision interventions, which are costly and limited in impact. Lesson visits and regular drop ins have highlighted the need to simply teach well across the board; we need to make each lesson count and improve the quality of our everyday teaching to ensure all children learn effectively and make progress, no matter what learning barriers they may have.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
<p>Embed mastering number programme across EYFS, KS1 and KS2 (NCETM)</p>	<p>Evidence shows that a good foundation in number supports flexibility in thinking; problem solving and critical thinking skills. Reception play will be enhanced by better mathematical thinking which supports investment in outdoor 'big play' equipment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	2,3

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

**Budgeted cost: 10,627**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and build on early reading and phonics improvements</p> <p>£1989 - staffing £5000 – resources, subscriptions, training and development days.</p> <p>Ensure all staff have sound skills for teaching phonics and using phonetic knowledge to support the teaching of spelling.</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 pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/FreshStart">https://educationendowmentfoundation.org.uk/FreshStart</a></p>	1,2
<p>Further embed Accelerated Reader to support a structured and tracked approach to reading in KS2</p> <p>£3638</p>	<p>Identified as a promising project by the EEF.</p> <p>Consistent and regular used alongside motivating weekly celebrations of 'words read' individual targets and whole school 'words read' targets is promoting reading both at home and school.</p> <p>Children read within the correct range to ensure they develop accuracy and fluency and confidence/enjoyment.</p>	1,2,3

	<p>Reading more exposes children to a wider range of vocabulary and they read for pleasure. This also impacts on writing, sentence structure and grammar</p> <p>High quality texts are used alongside AR to ensure comprehension skills are developed.</p> <p>Reading is not limited to books on the AR system if children are free readers and have other interests</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising residential trips, day trips, workshops</p> <p>£3,500</p>	<p>There is strong evidence to show that children who do not attend school residential trips or school day trips will have a deficit in their 'cultural capital' which has a negative long-term effect on higher ability disadvantaged pupils. Our rural isolation means low income families struggle to provide a range of experiences for their children beyond out locality. Working with Arts partners such as Wordsworth Grasmere.</p> <p><a href="#">EEF teaching toolkit – impact of Arts participation</a></p>	4
<p>Continuing to develop emotional resilience and wellbeing</p> <p>£2500 – MHM</p> <p>£3042 – ELSA additional time</p> <p>£1950 – 1:1 bereavement counselling</p> <p>£600 – Art Lab</p>	<p>Whole school mental health and wellbeing (including staff and parents) will establish a common approach and shared understanding/language.</p> <p>Evidence shows that building emotional vocabulary supports the ability to develop self-regulation strategies and positive self-talk</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>My Happy Mind – has been implemented across school and addresses 5 main areas of emotional wellbeing/mental health:</p> <p><b>Meet Your Brain</b> Understanding how your brain works and growth mindset.</p> <p><b>Celebrate</b> Understanding unique character strengths and learning to celebrate them.</p> <p><b>Appreciate</b> Understanding why gratitude matters and that it is key to wellbeing and resilience.</p>	1,2,3

	<p><b>Relate</b> Understanding why positive relationships matter and how to build them.</p> <p><b>Engage</b> Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.</p>	
<b>Art Lab</b> – extra curricular club targeting children with identified emotional needs	<p>This has been running in school for the past 4 years and has a great impact on children’s wellbeing. ‘Art Labbers’ learn about artists and designers and create artworks using material that promote awe and wonder/fascination. The process is the important part, not a finished piece.</p> <p>Anecdotal evidence is collected from children and parents which is positive and references the impact on self-confidence and overall wellbeing  <a href="#">EEF teaching toolkit – impact of Arts participation</a></p>	
<b>ELSA</b> - to establish a further trained ELSA in school and ringfence time each week for both to work with children and small groups where appropriate.	<p><b>Pupil Wellbeing &amp; Emotions:</b> Children report feeling happier, more engaged, resilient, and optimistic, with improved understanding and expression of feelings.</p> <p><b>Social &amp; Behavioural Skills:</b> Improved social success, better friendships, enhanced self-esteem, and positive role modeling are common outcomes.</p> <p><b>Academic &amp; Learning Capacity:</b> Positive links exist between emotional literacy skills and academic success, supporting learning capacity.</p> <p><b>School Belonging &amp; Engagement:</b> ELSA promotes a sense of belonging, leading to better connections and engagement with school.</p> <p><b>Therapeutic Relationships:</b> The strong bond with the ELSA is a crucial factor in success, providing a safe space for children to talk and process emotions.</p> <p><b>Support for SEND:</b> The role is effective in nurturing emotional literacy for students with Special Educational Needs (SEND).</p>	1
Bereavement counselling 1:1 in place from January 2026 £1950	<a href="#">Barnadosbereavment.pdf</a>	1
To support brass provision in school £1365	<p>Children in year 4,5,6 will have access to brass teaching to support enrichment activities.</p> <p><a href="#">EEF teaching toolkit – impact of Arts participation</a></p>	1,4



**Total budgeted cost: £23,584**

**Remaining budget this year £1,651**

## 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.

#### Review 2024/25

##### To improve overall quality of teaching across school.

- GTT – continues to support how we build on learning and structure progression effectively. Teaching in classrooms shows a consistent approach to recalling and retrieving learning (assessing what the children know and don't know yet). Over the past year we have further developed metacognitive approaches in lessons and observations have evidenced this. This continues to be a WELL focus for us this year.
- Last year GLD 2024/25 was down to 53% significantly below national average. The main reasons for this were: Low PSED and writing including gross and fine motor development (which is a WELL implementation focus this year). Language deficits on entry into Reception are also impacting. These are being addressed through high-quality teaching that includes approaches like talk through stories. Bespoke writing planning has been created that addresses vocabulary and language development, gross motor movement and fine motor development and is being trialled in Reception this year.
- KS2 Maths results were – 85% at ARE

##### Disadvantaged Children

KS2 maths results – 100% at ARE

KS2 reading results – 100 % at ARE

KS2 writing results – 67% at ARE

Reading			Writing			Mathematics		
Sum2 23-24	Sum2 24-25	Progress	Sum2 23-24	Sum2 24-25	Progress	Sum2 23-24	Sum2 24-25	Progress
5 B	6 At	↑	5 JA	6 At	↑	5 B	6 At	↑
5 At	6 At	✓	5 JA	6 At	↑	5 JA	6 At	↑
5 B	6 At	↑	3 A	5 At	✓	5 B	6 At	↑

  

Expected progress or higher in all subjects 100.0% (3)		
	Below Progress	Expected Progress
Reading		33.3% (1)
Writing		33.3% (1)
Mathematics		100.0% (3)

End of Key Stage 2	Met/Greater Depth	% School 2025	National Average 2025	% School 2024	% School 2023
GPS (Grammar, Punctuation & Spelling)	Met expected Standard	90%	72%	84%	82%
	Greater Depth	30%	29.6 %	28%	45%
Reading	Met expected Standard	80%	75.1%	80%	86%
	Greater Depth	15%	33.4 %	20%	32%
Writing	Met expected Standard	65%	72.3%	67%	73%
	Greater Depth	0%	12.8 %	8%	23%
Maths	Met expected Standard	85%	74.1%	84%	82%
	Greater Depth	15%	26.3%	4%	5%
RWM (Reading, Writing, Maths combined)	Met expected Standard	50%	62%	62%	68%
	Greater Depth	0%	8.4%	0%	4.5%

**To improve and impact on children's overall mental health, emotional regulation and resilience across school through explicit teaching and a consistent approach with fidelity to key knowledge language and understanding at its core.**

- Work on mental health and emotional regulation has been ongoing over this academic year with 1:1 intervention in place led by our ELSA. We now have an additional trained ELSA on staff and time has been ringfenced each week to enable more children to benefit from regular support sessions as they are identified across school. In classrooms we have regulation zones and check-ins. ART LAB sessions have run over the year and disadvantaged children have been targeted. Anecdotal evidence shows parents and children feel the experimental and creative focus supports resilience and challenges emotional regulation as not all mediums are controllable – the process becomes the focus. My Happy Mind has been successfully implemented over the year and school has achieved the bronze accreditation.

**To develop children's critical thinking skills and ability to think and reason.**

- No hands up, think-pair-share, cold calling approaches are now being used in classrooms. This year we have also focused on modelling and think aloud approaches alongside these. Additional approaches are being trailed by teachers to support formative assessment in non-core subjects. Reasoning in maths and inference in reading remains high on the agenda and planning/lesson ppts reflect this approach. Mastering number is being delivered in EYFS, KS1 and in year 4 and 5. This is supporting reasoning and connections in number.

**To embed and maintain improvements in phonics and reading attainment in EYFS, KS1 and ensure children start KS2 on track.**

Overall phonics attainment is improving year on year

Assessment	Year group	% School 2025	National Average 2025	% School 2024	% School 2023
Good level of development <b>GLD</b>	Reception	<b>53.3%</b>	68.3%	65.5%	62%
Phonics screening	year 1	<b>96.3%</b>	79.9%	82.6%	59%
Phonics screening re-take	year 2	<b>80%</b>	<b>tbc %</b>	89%	64%

**To raise overall attainment in writing so that children leave primary school at age related expectations.**

End of Key Stage 2	Met/Greater Depth	% School 2025	National Average 2025	% School 2024	% School 2023
Writing	Met expected Standard	<b>65%</b>	<b>72.3%</b>	67%	73%
	Greater Depth	<b>0%</b>	<b>12.8 %</b>	8%	23%

- Writing attainment and progress is not improving overtime and remains a whole school priority. At the end of reception, year on year, the number of children achieving their writing ELG is lower and impacting on overall GLD. This is subsequently impacting at the end of KS2 where, over the past 3 years, our end of KS2 writing attainment has been declining. In school, the reasons for this have been identified as:

1. Poor levels of language on entry into reception with significant increases in hearing issues impacting on early language attainment. **In 2024/25**, 27% of children entering Reception had a language delay or speech delay that impacted directly on their Good Level of Development at the end of the EYFS:
  - **Overall GLD was 53%**
  - **Writing ELG 53%**
  - **Fine motor ELG 73% overall but only 64% of boys.**
  - **Speaking ELG 73% overall but only 64% of boys**
  - **At the end of KS2 2024/25** of the 7 children in year 6 who were still working towards ARE in writing, 5 had not achieved their writing ELG in reception. All were boys.

In depth, honest discussions and analysis of how we approach writing in school have highlighted that:

- We are moving children on too quickly resulting in weak letter formation impacting on handwriting; poor sentence structures; we are building on rocky writing foundations and children are falling behind at an early stage; they are then not catching up. This will be a focus over the academic year 2025/26.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

- Overall attendance last year remains above the national average. Disadvantaged children were also above the national average although below their peer groups. Holidays in term time continue to be taken by families. Attendance remains a high priority in school and over the year we have monitored unauthorised absences closely acting in a supportive when appropriate. Alongside our LA attendance office we have now started to collate information with a view to issuing FTPs.

**Children will benefit from cultural opportunities and enrichment outside of school – such as residential and trips**

- Impact on children and families is positive and feedback from families is positive – building confidence and providing experiences that they can draw on in their learning.

- This year children have been on outdoor activity days, city residentials to York and London, visits to art galleries and the theatre. We have also been to the local Buddhist centre and had a Muslim Imam in school for the day delivering workshops and an assembly about Islam.
- Brass continues to provide additional enrichment opportunities.

## Externally provided programmes

Programme	Provider
Great Teaching Toolkit (GTT)	The WELL Project