

Pupil premium strategy statement – Haydn Primary School and Nursery 2025-2026

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	457
Proportion (%) of pupil premium eligible pupils	14% (66 children)
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
Date this statement was published	18/12/2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Paulson (Head Teacher)
Pupil premium lead	Annie Harley
Governor / Trustee lead	Andrea Snelling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,870 (estimate) EYPP £5741 (estimate)
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
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>	£125,611

Part A: Pupil premium strategy plan

Statement of intent

At Haydn Primary and Nursery School, we firmly believe that all of our pupils, regardless of their background or life circumstances, can make good progress, achieve high attainment across all subject areas and receive the very best provision possible. We aim to meet the individual needs of our children to ensure that they leave Haydn equipped with the necessary skills and knowledge required for a successful transition to secondary school and who are well prepared to live in Modern Britain.

Our Pupil Premium Strategy will ensure a whole school approach where all of our staff are responsible for closing the disadvantaged attainment gap, set aspirational targets for them and identify personalised provision in areas where they need support.

One key aspect of this work is the commitment we have to positive parental liaison with the parents of our Pupil Premium pupils. This is achieved by termly checks via our Pupil Premium Champion together with a review with teachers and parents of the pupil's short-term targets and achievements.

Our Pupil Premium Plan for 2025-26 focuses upon -

- Supporting high-quality teaching and staff professional development
- Providing targeted academic support
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing

Our Pupil Premium children are -

- Currently eligible for free school meals (FSM) or have been eligible for FSM at any point in the last 6 years
- Children in care (local authority)
- Children previously in care (local authority or other state care)
- Pupils where they have identified needs, for example pupils who have or have had a social worker, are a young carer (not applicable 2024-25) or SLT consider to be vulnerable

Challenges

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

Challenge number	Detail of challenge
1	Mental health, well-being, social and emotional needs of the post CIC (15 pupils) and FSM pupils and their overall resilience. Teacher referrals for support have markedly increased since the pandemic and subsequent Cost of Living crisis. They are at risk of underachievement because of socioeconomic and other disadvantages in their lives.
2	Behaviour and response of identified pupils in receipt of FSM/PP.
3	Improve and maintain attendance of individual pupils in receipt of FSM.
4	Academic progress and attainment of PP pupils from Y1 to Y6 – focus reading, writing and maths. 2025 data continues to show gaps between PP children and NPP pupils – this varies across year groups.
5	Communication and Language development of pupils in receipt of PP in Foundation 1 and 2.
6	Families endure hardship due to limited funds which can impact upon children's additional provision, 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
Our post CIC and disadvantaged children will demonstrate increased resilience when dealing with situations at school and there is an improvement in their well-being.	Identified children can demonstrate their positive engagement at school and high levels of well-being demonstrated by: Qualitative data from student and parents voice and teacher observations. Fewer negative incidents recorded. Sustained participation in enrichment activities, particularly among disadvantaged pupils.
The behaviour and response of a core group of identified PP children will improve; their behaviour and attitudes to learning and school are positive.	For the identified individuals – improved attendance and fewer incidents of poor behaviour. Each child is regulated and ready to learn.

The attendance of a core group of identified FSM children will improve (target of 97%)	Attendance figures for individuals improves and matches the overall school target.
The progress and attainment of all PP children in reading, writing and maths will match their individual, aspirational targets.	The end of year outcomes in reading will reflect this success for individuals and for the PP pupils as a group. Data of PP children to be in line with that of NPP children.
The PP children in Foundation 1 and 2 achieve the expected level in communication and language, fine motor, reading and writing.	The end of year outcomes reflect this success.

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: £41,166.60 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leaders are given time to attend CPD sessions which support opportunities for internal skill sharing, modelling, coaching and training for all staff. £2480	Monitoring, evaluation and lesson observations ensuring consistently highly effective classroom practise across the curriculum (with a focus on the progress and achievement of our most vulnerable children).	Challenges 4 and 5
A comprehensive CPD Programme for all staff led by senior leaders, experienced staff members and outside agencies developing high quality teaching and effective support strategies for closing more challenging attainment gaps in disadvantaged groups. £5958.50	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ref. EEF Effective Professional Development	Challenges 1,2,3,4 and 5

ECT support programme where ECTs receive expertise and assistance from mentors and Induction Tutors.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils.	Challenges 4 and 5
Work with Maths Consultant and Maths Hub to further develop and refine our Maths Mastery Curriculum Approach.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	Challenge 4
Set up and establish teacher led enhanced provision (hub) to support the inclusion of a small number of our children with multi-vulnerabilities (including SEND complex needs) on a timetabled basis. This includes a group of PP children. £31,508.10	A teacher-led learning space, smaller pupil numbers, high staffing ratios allow children to access the curriculum with carefully planned interventions to support good progress. SEND lead and class teachers work together to ensure that the needs of our more complex children (including SEMH) are met.	Challenges 1,2 and 4
Training for specific issues related to a number of our PP children e.g attachment, behaviour, positive handling. £1220	Strategies advised and supported by LA experts in their field.	Challenges 1 and 2

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

Budgeted cost: £70,464.84 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom interventions-TAs in each classroom deployed by the class teacher to work with the	EEF notes the positive impact of specific, high-quality intervention led by an experienced adult on a 1:1 or 1:2 basis.	Challenge 4 & 5

<p>PP children on reading tasks eg phonics, fluency, comprehension, reading a variety of genres, maths and fine motor to close the gaps.</p> <p>£51,854.40</p>		
<p>Continue to partially fund the Deputy Head Teacher role to allow for an over-staffed model in year 6 where we have identified the biggest gaps in attainment for our PP children.</p> <p>£6295.20</p>	EEF-KS2-lit-2nd-Recommendations-poster.pdf	Challenge 4
<p>Little Wandle Keep Up and Catch up sessions. Phonics objectives recorded on pupil PP plan.</p> <p>£7786.16</p>	<p>EEF notes that 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>School outcomes are the evidence of the impact of these interventions.</p>	Challenge 4 & 5
<p>Early morning weekly targeted reading support (8.30 am) in small groups.</p> <p>Reading support recorded on pupil PP plan.</p> <p>£2430.68</p>	1:1 targeted support as above.	Challenge 4
<p>Greater depth targeted reading and writing support in Y5 and 6. Reading challenge recorded on pupil PP plan.</p> <p>(Cost included in over-staffed model)</p>	<p>1:1 targeted support as above.</p> <p>Emphasis here on the GD attainment of PP pupils in Years 5 and 6.</p>	Challenge 4

Year 6 'Booster' groups – all Year 6 PP invited. Booster support recorded on pupil PP plan. £2098.40	School outcomes are the evidence of the impact of these interventions e.g. 2024, 2025 results in Year 6.	Challenge 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,979.56 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Forest Schools session for targeted PP children. Recorded on pupil PP plan. £3147.30	This is a revised approach at school in the knowledge that the Forest Schools experience will bring opportunities for all PP children to be learning outside, in a different setting.	Challenge 1
Dedicated ELSA time for identified PP individuals. Recorded on pupil PP plan. £3889.08	Children at school and within Nottingham City have benefitted from the ELSA programme, 1:1 time dedicated to an individual led by a trained practitioner.	Challenge 1
'Aspiration interventions' Every club or extra curricular activity must include PP children. PP children invited to join a club eg music, art, sport. This is matched to their interest, strength or aspiration. No cost to the family. £972	This approach reflects the school's inclusive ethos and ensures that the majority of PP children are included in all extra-curricular activities.	Challenge 6
FSM pupils in Years 5 and 6 are offered the opportunity to play a	This is an opportunity to promote and nurture a talent.	Challenge 6

musical instrument. No cost to the family. £1215		
Financial support for all FSM families and those with an acute vulnerability for all trips and residentials including resources where appropriate. £4756.18	This approach reflects the school's inclusive ethos and ensures that all FSM children attend all trips and residentials.	Challenge 6

Total budgeted cost: £125,611

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions summary:

OPAL play was launched on Wednesday 5th March. Activities that are regularly available for the children include roleplay, water and sand play, arts and crafts and den building. We have seen so many positives already – creativity, problem solving, children playing with a wider peer group but most importantly, having fun! Feedback from staff, children and parents has been extremely positive and we have noted a positive impact on the development of both social and physical skills. Prior to our launch, we held a whole school twilight for all staff and have since completed our Audit and Development 1 Meeting with our OPAL mentor as well as on-going training for our Play Team. Since the launch, we have held an afternoon event for parents, OPAL working group meetings and two fundraising events in school. We have our Development 2 meeting scheduled and we will continue to review and look for ways that we can develop our OPAL offer further.

Our Maths lead enrolled on the Maths Mastery Hub Special Teacher Programme and attended a 2-day residential training event. We now have a new Maths lead in school who has attended Maths Mastery training and is due to work with a Maths Specialist from Nottingham Schools Trust to ensure that our teaching of Maths follows a consistent approach. 1:1 coaching, and staff training are planned for this academic year.

All teachers have attended the Universal Priority Literacy training last academic year and all staff attended an INSET provided by the lead. We continue our work to ensure that all teachers are planning and teaching literacy as outlined in this training.

Specific training completed:

4 members of staff attended RPI (positive handling) training; 2 members of staff attended Sensory Processing training and all staff attended a staff meeting linked to Adaptive Practice.

All but one member of the EYFS team attended the Quality Interactions Early Excellence Course to guide staff on how to support language development.

Classroom interventions such as phonics, fluency, comprehension and fine motor skills listed on the 2024-25 plan were successful. In summary :-

Little Wandle

- The Keep Up and Catch Up sessions for the Pupil Premium children including early morning sessions at 8.30am. Our phonics screening score was 80% - this is in line with National data.

Targeted PP Reading Support

This included small group support plus monitoring of readers' reading at home.

GD targeted reading support in Y5 and 6.

Small group targeted support for GD readers including PP– see Reading results below for positive impact.

Y6 Booster groups

All PP children were invited and 8/12 attended. School outcomes below evidence positive impact.

Wider Strategies listed on the 2024-25 plan were successful. In summary:-

Forest School Intervention

All Pupil Premium children benefited from this programme. Individuals' resilience and enjoyment of school life notably improved. Parents fed back positively about the impact on their children's wellbeing and a new strategy implemented for measuring impact – see example below.

Child	Teacher opinion	Pupil Voice
	Confident to share ideas and knowledge and have a go at new skills. Independence when choosing activities. Has developed more of a sense of being risk aware. Shows resilience and enthusiasm.	I enjoy using tools. I'm good at the games. I'm confident to share ideas.
	Enthusiasm for all activities. Supports friends and has developed good friendship skills. Positive attitude.	I like that you can choose what to do. The games are fun.
	Enthusiasm – regularly asks when we are going to do forest school. Always keen during sessions. Self-esteem – shows confidence to share ideas during sessions with the rest of the group. Positive benefit for emotional well-being. Risk awareness, not risk averse. Communication and language. Cope with and learn from failure. Built resilience.	I liked making bread on the fire. I enjoy the games and am good at them. I liked doing the orienteering with friends. We worked well as a group.

	<p>Gain a sense of achievement – sticks and string.</p> <p>Increase motivation and concentration.</p> <p>Improve problem solving.</p> <p>Build positive relationships with adults and peers.</p>	
	<p>Helpful with friends.</p> <p>Enthusiastic.</p> <p>Ownership.</p> <p>Self-esteem.</p> <p>Share own interests.</p>	<p>I like being outside in the woods. I feel happy there.</p> <p>I like playing hide and seek.</p>

ELSA

4 trained ELSA staff provided identified PP children with emotional and social support strategies. Notable improvements were evident in the children's behaviour and wellbeing and the impact of sessions are assessed via ELSA supervision sessions with staff.

BIO (By invitation only) Club

Identified PP children invited to attend 2 sessions per week during the Autumn term to build confidence, self-esteem and have a positive impact on their wellbeing. It also supported regulation of targeted children. Our OPAL play programme replaced our BIO Club offer but alternative support was still provided to identified PP children.

Fun Fit Sessions

Identified children benefited from early morning physical sessions, a burst of activity to start the day, supporting development of gross motor skills.

Aspiration Interventions

These focused upon music, art, languages and sport provision. All opportunities included allocated places for PP children, matched to their interest, strength and aspiration. These were well attended and a system was put in place to ensure parity for all of our PP/vulnerable children.

FSM pupils in Years 5 and 6 are offered the opportunity to play a musical instrument.

This offer was taken up by the majority of PP children and they were able to take part in a variety of musical events and clubs.

Financial Support for Trips and Residentials

All FSM children attended trips and residentials at no cost to families.

Pupil Premium attainment end of Key Stage 2 for last academic year 2024/25

	Haydn ARE	National ARE	Haydn GD	National GD	Haydn PP ARE	National PP ARE	Haydn PP GD	National PP GD
Reading	87%	75%	52%	33%	73%	63%	9%	21%
Writing	90%	72%	23%	13%	82%	59%	9%	7%
Maths	92%	74%	47%	26%	82%	60%	27%	15%
RWM	82%	62%	13%	8%	64%	47%	9%	4%
GPS	83%	73%	38%	30%	64%	60%	27%	19%

11 Pupil Premium out of 60 in cohort overall. ARE = Age-related expectations; GD = Greater Depth; RWM = Reading, Writing and Maths combined; GPS = Grammar, Punctuation and Spelling

Behaviour and Attendance

PP children were given roles of responsibility at lunchtime including Play Leaders, Prefects and members of the Litter Picking Team. The Attendance Team tracked and monitored the attendance of identified PP children. PP attendance (statutory school age) 2024-25 was 95.2%. This is above the overall national attendance figure of 94.6% and only 0.8% below our whole school attendance figure for the year.

Parental Engagement

Identified families were supported in different ways as needs arose. This is a whole school priority for 2025-2026.

Summary of Pupil Premium Attainment 2024-2025

Haydn Primary School pupil premium students achieve significantly higher than national pupil premium figures in Reading, Writing and Maths. Pupil premium students' attainment is higher than overall National averages in Writing, Maths and GPS.