

Hazlemere Church of England Combined School



Pupil premium strategy

2025-26

“Encourage one another and build one another up”

1 Thessalonians 5:11

Headteacher

Signed on behalf of Governing body

Last reviewed December '25

Next reviewed December '26

Pupil premium strategy statement

Hazlemere Church of England Combined School & Nursery Strategy Statement 2025-26

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	196
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr B Daniels
Pupil premium lead	Mrs T Brocklehurst
Governor / Trustee lead	Mrs C Krok - Paszkowska

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40905.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40905.00

Part A: Pupil premium strategy plan: Statement of intent:

At Hazlemere Church of England School we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and committed to ensuring that all of our children achieve excellence as happy, enthusiastic and purposeful learners.

At Hazlemere C of E School we use our Pupil Premium Grant to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and life chances between those children who are disadvantaged and other learners, is diminished and the doors of opportunity open to all our children.

This strategy is evidence-informed and aligned with the Education Endowment Foundation (EEF's) tiered approach—focusing on high-quality teaching, targeted academic support and wider strategies to overcome non-academic barriers.

In our school, there will be a culture of belonging where every child feels like an important part of our school community and wants to attend. This will be developed through positive routines and relationships. If required, further support for children with social and emotional, behaviour and additional learning needs will be provided. A high-quality pastoral system will be the foundation of this culture along with our vision of 'Encourage one another and build one another up' (1 Thessalonians 5:11)

We have an unerring focus on the quality of teaching and learning in order to meet the needs of all our pupils. The attainment and progress of our disadvantaged pupils will be sustained and improved alongside their non-disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps for all to achieve.

We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met. We utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning. We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning. We are ambitious for our disadvantaged pupils and hold the highest expectations for their progress and achievement. Our goal is to enable all learners to leave primary school fully prepared for the next stage of their education—academically secure, emotionally resilient, and full of potential.

Challenges

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

Challenge number	Detail of challenge
1	Simple analysis of pupils who regularly read at home, phonics assessments and termly summative assessment evidence lower levels of fluency and comprehension in reading compared with their peers. Phonics sessions, interventions and assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Lower levels of communication and oral language skills on entry, particularly as regards breadth of vocabulary. 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.
3	Lower standards of development as regards verbal reasoning, particularly in Maths. Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Emotional and social needs that impact on learning including mental health and wellbeing. Our assessments, observations and discussions with pupils and families have identified that a number of our disadvantaged cohort would benefit from pastoral support within the school.
5	Punctuality rates for some pupils eligible for PP are lower than non-PP pupils.

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 close the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.	<p>No gap identified in attainment between disadvantaged and non-disadvantaged pupil in Reading, Writing and Maths for pupils without cognitive SEND.</p> <p>No gap identified in progress between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.</p>
To ensure all pupils have access to quality first teaching through embedding teaching for mastery approaches across the curriculum.	Teachers' subject knowledge has been improved through training.

	<p>Lesson structure is consistent across all subjects utilising explicit and direct instruction alongside opportunities for guided and independent practice.</p> <p>Retrieval practice and assessment demonstrates a shift in long term memory for all pupils.</p> <p>Lessons are adapted effectively so that all pupils make expected progress.</p>
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school and achieving their potential.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Key Outcomes:

1. To close the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
2. To ensure all pupils have access to quality first teaching through embedding teaching for mastery approaches across the curriculum.

Budgeted cost: £ 20868.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent lesson structure utilised across the curriculum which is closely monitored.	<ul style="list-style-type: none"> • Teach like a Champion (Doug Lemov) • EEF – The Five a day approach 	1,2,3

	https://educationendowmentfoundation.org.uk	
Mastering Number	NCTEM – Maths Hub and BBO maths Hub https://www.ncetm.org.uk/mathshubs-projects/mastering-number-at-reception-and-ks1/	3
Whole school ELKLAN training to become a Communication friendly school.	https://www.elklan.co.uk/OurWork/	1,2,3
Language rich environment in the EYFS setting through the use of: NELI Helicopter stories	EEF - https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language . EEF (NELI) - https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/nuffield-early-language-intervention	1,2
Phonics leader to monitor and support teaching of phonics including.	<ul style="list-style-type: none"> • EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • DfE guidance • Essential letters and sounds phonics scheme 	1,2

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

Budgeted cost: £ 11,034.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional support staff trained to carry out effective focused and targeted interventions as well as supporting in the classroom. Dedicated Speech and language TA for EYFS and KS1</i></p>	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions • https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send • http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 	1,2,
<p><i>TT rock stars</i></p>	<p>https://trockstars.com/families/</p>	3
<p><i>Nessy</i></p>	<p>https://www.nessy.com/shop/re-search</p>	1,2
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Phonics catch-up)</i></p>	<ul style="list-style-type: none"> • EEF - Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. 	1,2,

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

Budgeted cost: £ 17,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture assistant and Box-hall profile:</i> To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning</p>	<ul style="list-style-type: none"> • EEF – managing behaviour, strategies adapted to the needs of the pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour • Autism trust • PDA association • The Nurture network - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel 	4,5
<p><i>Specialist Music Teacher to:</i> • Inspires and motivates our children • Provides strong subject knowledge</p>	<p>Rocksteady – 3 bursary places for PP children. Young voices</p> <ul style="list-style-type: none"> • EEF evidence shows that involvement in artistic and creative activities can develop engagement and also language skills. • 	4,5
<p><i>SLT to review attendance/punctuality (at least weekly) of vulnerable pupils</i> <i>Attendance administrator to track and follow up of non-attendance.</i></p>	<ul style="list-style-type: none"> • EEF - https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance • NFER - https://www.nfer.ac.uk/press-releases/why-a-one-size-fits-all-approach-to-attendance-isn-t-the-way-forward/ 	5

<p><i>To improve opportunities for developing cultural capital for all disadvantaged pupils through access to a broad range of extracurricular experiences.</i></p>	<ul style="list-style-type: none"> • • EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • • EEF – Sports participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 	<p>4,5</p>
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Total budgeted cost: £ 49514.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils this academic year (2024-2025) focusing on pupil achievement at the end of Key Stage 2.

Disadvantaged pupil progress scores for last academic year (End of Key Stage 2 results):

	<i>Number of Pupil premium children</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Combined reading, Writing and Maths</i>
<i>Year 6</i>	<i>5</i>	<i>60%</i>	<i>80%</i>	<i>60%</i>	<i>60%</i>
<i>Buckinghamshire</i>		<i>64%</i>	<i>52.6%</i>	<i>56.9%</i>	<i>42.1%</i>
<i>National</i>		<i>62%</i>	<i>58%</i>	<i>59%</i>	<i>46%</i>