

Kelvedon Hatch Community Primary School

Pupil Premium 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kelvedon Hatch Community Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	27 children 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Victoria Townsend, Headteacher
Pupil premium lead	Victoria Townsend, Headteacher
Governor / Trustee lead	Lee Raftery

Pupil Premium Strategy Statement 2025-2026

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,510

Part A: Pupil premium strategy plan

Statement of intent

At Kelvedon Hatch Community Primary School, we strive to ensure that every pupil, regardless of background or circumstance, makes strong progress across all areas of learning. Guided by our mantra of enabling our children to be happy, safe, and learning, we are committed to meeting the individual needs of every child and supporting them to achieve their full potential. We encourage pupils to become independent learners who take responsibility for their learning, while developing the essential life skills of perseverance and resilience. Each child's unique strengths are recognised and celebrated, and all pupils are provided with a broad and balanced academic, social, emotional, and physical education. Our school is a happy, nurturing community in which everyone feels safe, valued, and included. We also recognise the important role that pupils, staff, and parents play in maintaining and strengthening our inclusive ethos.

High-quality teaching is central to everything we do and ensures that every child feels a valued member of our school community. Our mantra of happy, safe, and learning underpins our approach, as we place equal emphasis on pupils' social, emotional, moral, and mental well-being alongside academic success. This creates a calm, supportive environment in which learning can flourish. A wide range of teaching and learning approaches is used to meet individual needs and to prepare pupils effectively for the next stage of their education. Teachers actively promote independence, helping children to develop confidence and resilience as learners.

Pupil Premium funding is used to deliver targeted support and interventions, particularly in reading, writing, and mathematics, to further enhance pupils' progress and outcomes.

The strategies outlined in this statement are designed to benefit all pupils, both disadvantaged and non-disadvantaged. Our approach is informed by a strong evidence base, including research from the Education Endowment Foundation (EEF), and all provision is carefully tailored to the specific context and needs of Kelvedon Hatch Community Primary School.

Challenges

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

Challenge number	Detail of challenge
1	Assessment information shows that disadvantaged pupils, particularly in writing, achieve less well than their peers.
2	Some pupils do not attend school regularly enough, which impacts their learning and progress.
3	Weekly reading records show that disadvantaged pupils read less frequently at home than their peers, affecting reading fluency and progress.

4	Assessment practice in some foundation subjects is not yet consistent, resulting in gaps in pupils' retained knowledge, particularly in tier 2 vocabulary and oral language skills
5	Some disadvantaged pupils have limited access to a wide range of experiences, which can restrict their knowledge, skills, and academic outcomes
6	Family circumstances can impact the emotional wellbeing and self-esteem of some disadvantaged pupils, affecting their engagement in learning.
7	Teachers accurately check what pupils know and remember across all subjects, ensuring that disadvantaged pupils have the knowledge they need to build on new learning and make strong progress.
8	Staff accurately measure and respond to the progress of disadvantaged pupils with SEND, enabling them to move on in their learning at the right time and achieve their individual targets.

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
Teachers deliver high-quality, adaptive lessons that meet the needs of all pupils.	Teachers understand their pupils' individual needs and identify barriers to learning. Lessons are adapted thoughtfully, and Learning Support Assistants provide targeted support. Staff access ongoing professional development and reflect on its impact to continually improve teaching.
Disadvantaged pupils make accelerated progress and achieve in line with their peers in reading and writing.	Teachers and LSAs are aware of disadvantaged pupils and provide targeted support, including precision teaching, daily reading, phonics, spelling, handwriting, vocabulary pre-teaching, oral rehearsal, and editing guidance. Flexible groupings and high-quality modelling in lessons ensure pupils can access learning and make rapid progress.
Disadvantaged pupils attend school regularly, in line with national averages.	Attendance is closely monitored, with clear communication to parents. Persistent absence is addressed promptly through meetings with the Headteacher and early support, including Team Around the Family meetings where needed. Barriers to attendance are explored and addressed.
Disadvantaged pupils read regularly, developing fluency and a love of reading.	Pupils take home appropriate books and read daily. Expectations for reading at home are communicated to parents, and staff follow up when reading is missed. Rewards and celebrations encourage consistent reading, and pupils who cannot read at home are supported in school. High-quality texts are shared to broaden reading experiences.
Pupils develop strong vocabulary and oracy skills to communicate effectively.	Speech, language, and communication needs are identified early. Vocabulary is explicitly taught across the curriculum, and pupils have regular opportunities to develop oracy through debates, presentations, and poetry recitals.
Disadvantaged pupils make at least expected progress in reading, writing, and maths.	Teachers and LSAs use formative and diagnostic assessment to identify gaps and adapt teaching. Half-termly summative assessments track

	progress, ensuring pupils keep pace with peers. Teachers regularly check prior knowledge to secure learning.
Pupils access a wide range of experiences to build cultural capital and wellbeing.	Participation in clubs, trips, and enrichment activities is monitored, with support provided where needed. Visitors, trips, and experiences enhance learning, motivation, and aspirations. Pupils are recognised for demonstrating school values and know how to access support for wellbeing.
Pupils' mental health, self-esteem, and wellbeing are supported to help them engage fully in learning.	The school's mantra Safe, Happy, Learning guides all practice. PSHE lessons and caring staff relationships help pupils feel valued and confident. Additional support, including access to a Therapy Dog and counselling through Kids Inspire, is available to reduce anxiety and promote emotional regulation.
Teachers check pupils' knowledge effectively to ensure strong progress.	Effective assessment strategies are used across subjects, gaps are identified and addressed quickly, and pupils demonstrate secure prior knowledge before moving on.
Pupils with SEND make strong, timely progress.	Staff have the skills and confidence to assess progress accurately. Teaching and interventions are adjusted as needed, ensuring SEND pupils move on in learning at the right time and achieve their targets.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32,527**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality professional development for teachers, including training from the National College, WalkThrus, and Inclusion Partner programs.	Effective Professional Development Guidance Report	1, 3, 4
Effective deployment of LSAs to enable flexible groupings and adapt lessons to meet the needs of all learners.	Education Endowment Foundation Teaching and Learning Toolkit EEF – Collaborative Learning Cost: 1/5 Evidence Strength: 2/5 Impact: +5 months EEF – Feedback Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months EEF – Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months Metacognition and self-regulation Cost: 1/5 Evidence Strength: 4/5 Impact: +7 months Teaching Assistant Interventions Cost: 3/5 Evidence Strength: 3/5 Impact: +4 months	1, 3, 4, 5, 6
Curriculum development focused on embedding vocabulary and oral language skills across all subjects.	Education Endowment Foundation Teaching and Learning Toolkit Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 Months Oral Language Interventions Cost: 1/5 Evidence Strength: 4/5 Impact: +6 Months	1, 3, 4

<p>Ongoing enhancement of early reading resources and promotion of a love of reading, with a strong emphasis on early reading skills.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 Months</p> <p>Reading Comprehension Strategies Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months</p> <p>Parental engagement Cost: 1/5 Evidence Strength: 4/5 Impact: +4 months</p>	<p>1, 3, 4, 5, 7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£13,563**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the percentage of children working at ARE+ across the curriculum by identification and assessment of children's individual needs.	High quality teaching supported by small group and one to one support targeted through identification and assessment of need. Education Endowment Foundation Teaching and Learning Toolkit Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months	1, 2, 3, 4, 6
Additional interventions after school with disadvantaged children prioritised.	Education Endowment Foundation Teaching and Learning Toolkit Small Group Tuition Cost: 2/5 Evidence Strength: 3/5 Impact: +4 Months Parental engagement Cost: 1/5 Evidence Strength: 4/5 Impact: +4 months	1, 2, 3, 4, 6, 7
1:1 precision teaching for children for regular (daily) sessions.	Education Endowment Foundation Teaching and Learning Toolkit One to one tuition Cost 3/5 Evidence Strength 3/5 Months Impact +5	1, 2, 4, 5.

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

Budgeted cost: **£5420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic activities that promote resilience, self-awareness, and relationship building to empower more positive life choices.	Education Endowment Foundation Teaching and Learning Toolkit Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months	2, 5, 6, 7
To improve pupil wellbeing, social and emotional skills, attendance and readiness to learn via consistent support from all school staff.	Education Endowment Foundation Teaching and Learning Toolkit Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice.	2, 6, 7

<p>To ensure access to a full enrichment offer, including educational and residential trips, visits and workshops.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Physical Activities Cost: 1/5 Evidence Strength: 3/5 Impact: +1 Months</p> <p>Arts Participation Cost 1/5 Evidence Strength 3/5 Months Impact +3</p> <p>World Health Organisation findings show that children raised with exposure to green space are as much as 55% less likely to develop mental health problems such as substance abuse, stress-related illnesses and eating disorders.</p>	<p>2, 5, 6</p>
<p>Enhanced provision during lunchtime</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Physical Activities Cost: 1/5 Evidence Strength: 3/5 Impact: +1 Months</p> <p>Behaviour interventions Cost: 2/5 Evidence Strength: 2/5 Impact: +4 Months</p> <p>Social and emotional learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 Months</p>	<p>2, 5, 6</p>

Total budgeted cost: £51,510

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.

Last year, teachers accessed high-quality professional development, including training from the National College, WalkThrus, and Inclusion Partner programs, which strengthened teaching practice. LSAs were deployed effectively, enabling flexible groupings and allowing lessons to be adapted to meet the needs of different learners.

Changes to the curriculum were embedded with a strong focus on developing pupils' vocabulary and oral language skills. Reading resources were enhanced, and a love of reading was promoted across the school, particularly supporting early reading. These actions led to improved outcomes for pupils, and we continue to build upon the strong foundations laid.

We remain committed to ensuring that all children are safe, happy, and learning, and to supporting their ongoing progress and improvement.

Externally provided programmes

Programme	Provider
Speech and language therapy	NHS
Kids Inspire therapy	Kids Inspire
Therapy dog	Essex Therapy Dogs
It's Your Move	Brentwood Christian Partnership