Happisburgh
Church of England
Primary Academy

Pupil premium strategy statement
Happisburgh CE Primary Academy

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	30
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Laura Watts
Pupil premium lead	Laura Watts
Governor / Trustee lead	Anne Cottingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6060
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£6060

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant by aligning it with our academy development priorities. Our aim is to overcome barriers which children may face to learning in order that every child can 'let their light shine'. We believe barriers can be found in many different forms – academic and non-academic and we strive to think creatively to ensure every child receives the support that they need to flourish.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Overcoming barriers to learning is vital to our use of the Pupil Premium Grant. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant but instead focus on the barriers which need to be addressed and the interventions required whether these are at an individual, small group, class or whole school level.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and progress in writing amongst disadvantaged pupils
2	Enrichment experiences (life experiences, lack of funding for school visits and visitors).
3	Readiness for school – provision of breakfast club at point of need
4	Need for additional, targeted support to close gaps in all subject areas but especially reading
5	Attendance and persistence absenteeism

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
All children are able to access all visits, visitors an extra-curricular activities regardless of their financial position.	- Families requiring additional financial support for trips, visits etc. will be identified by staff - Funding will be provided where necessary to ensure all children have equal access to our extended curriculum. - Funding will be provided where necessary to ensure that we are able to continue to offer a broad curriculum in the widest sense
Breakfast club will take place every day and all children will be provide with a free breakfast if needed	- Breakfast club runs onsite daily - Subsidised places at breakfast club offered according to need - Breakfast or snacks provided within the school day as require
Additional, targeted support will be provided for children in order to help them close gaps in their learning	- Support from external services brought in as needed to give additional advice on learning needs - Use of assessment tools such as PiXL will ensure accurate diagnosis of gaps in learning - Use of PiXL therapies and other interventions such as precision teaching used to help children close these gaps - Increased progress for all children, especially those in receipt of the PP grant

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

n/a

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PiXL online assessment platform to enable teachers to identify specific needs of all children and to provide focused interventions Teacher-led interventions take place daily to ensure gaps are closed Funding supports this	EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF Effective Professional Development Guidance report	1 & 4

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

Budgeted cost: £5198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for all children as needed to ensure children are settled for the day, to improve attendance and to ensure punctuality	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. EEF Projects and Evaluation - Magic Breakfast	3 & 5

Provide regular visits and visitors through our curriculum to ensure that children have diverse learning experience to broaden their vocabulary, understanding and ultimately their aspirations	Extended school time encompasses purposeful changes to the school day or the school calendar…Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower. These interventions may, however, be beneficial for their own sake outside of any attainment impacts. EEF recommendations - Extending School Time	2
Ensure that after school clubs are accessible for all pupils	As above	2

Total budgeted cost: £7198

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We know that our school is in an area of rural isolation and aspirations can be low amongst our children. We therefore targeted a large proportion of our Pupil Premium funding last year towards ensuring that all children are able to access Breakfast club, trips and clubs. This ensured all children were prepared for the school day and were developing the cultural capital, vocabulary and confidence to achieve well in school.

Over the 2024-25 academic year, 54.5% of children in receipt of pupil premium funding attended breakfast club, ensuring they were ready and settled to start the day. 63.6% of children attended after school clubs using funded places and we used Pupil Premium funding to ensure that all children were able to attend trips, including a day trip to London for all of our Y5/6 pupils which helped to increase aspiration and awareness of diversity in Upper Key Stage 2.

Evidence of impact for this spending is anecdotal but we are confident in the knowledge that all children were able to access all activities in the curriculum in its widest sense to help them develop emotionally and socially as well as academically. They were able to use these lived experiences as inspiration for learning activities in school, improving the quality of their writing.

Another key feature of our Pupil Premium strategy in 2024-25 was to support high quality teaching and learning in the classrooms through the provision of targeted interventions to meet the specific needs of disadvantaged pupils. We identified that several children in receipt of the pupil premium funding required additional support in phonics and spelling and we have been able to provide this support through the provision of interventions led by teaching assistants. This means that all children in receipt of pupil premium made good progress or better from their starting points in reading and writing. One example of this is a Y6 child in receipt of Pupil Premium who, through close work with a TA funded by the grant, was able to move from working below in all areas to Working Towards the Standard. This was excellent progress from their starting point and ensured they were more prepared for the transition to high school.

Externally provided programmes

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

Programme	Provider