

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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   | Hardy Mill Primary        |
| Number of pupils in school  | 318                       |
| Proportion (%) of pupil premium eligible pupils   | 28 (8.8%)                 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2025-2026 – 2028/2029     |
| Date this statement was published   | November 2025             |
| Date on which it will be reviewed   | July 2026                 |
| Statement authorised by   | Jo Briggs<br>Head teacher |
| Pupil premium lead  | Jo Briggs<br>Head teacher |
| Governor / Trustee lead   | Mrs Shelly Haslam         |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year (25-26)                            | £54,055        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0              |
| <b>Total budget for this academic year</b>   | <b>£54,055</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all identified vulnerable pupils (e.g. children with social workers) as our statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to challenges and individual needs as they arise and informed by analysis of assessment data. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that is set
- act early to intervene at the point need is identified
- ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| No. | Detail of challenge   |
|-----|---|
| 1   | Internal and external (where available) assessments indicate that combined attainment (in reading, writing and maths) among our disadvantaged pupils is significantly below that of non-disadvantaged pupils.   |
| 2   | Our monitoring has shown an increasing number of children in school who have poor communication skills. This negatively affects their concentration and listening abilities, making it difficult for them to learn well and independently. It is vital to address this issue to improve their educational outcomes. |

|   |   |
|---|---|
| 3 | Monitoring continues to identify social and emotional issues for many pupils which impacts on their attainment and engagement with their learning. These challenges particularly affect disadvantaged pupils.   |
| 4 | Our attendance data indicates that our disadvantaged pupils' attendance is 2.6% lower than that of our non-disadvantaged pupils. Also, persistent absenteeism for our disadvantaged pupils is significantly higher than for our non-disadvantaged 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   |
|---|--|
| 1. Close gaps in combined reading, writing and maths achievement for disadvantaged pupils             | 2028-29 outcomes show that: <ul style="list-style-type: none"> <li>Combined achievement at expected and higher standard for disadvantaged pupils is no more than 5% lower than that of non-disadvantaged pupils</li> </ul>   |
| 2. Improved communication skills among disadvantaged pupils.  | Assessments and observations indicate significantly improved communication skills among disadvantaged pupils. This is evident in improved concentration, listening skills and engagement with learning and outcomes.   |
| 3. To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2028-29 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil and parent questionnaires and teacher observations</li> </ul>  |
| 4. To sustain above national average attendance for all pupils particularly disadvantaged pupils.     | Sustained above national attendance from 2028-29 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul> |

## 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 2024-2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using key stage 1 and 2 performance data, phonics check results, EYFSP and our own internal assessments.

#### Intended outcomes 2021-22 to 2024-25 strategy statement:

1. **Close gaps in reading, writing and maths particularly for disadvantaged pupils.**

**Achievement at GLD in EY** for our disadvantaged children is above achievement nationally. Achievement for this group was higher with that of our non-disadvantaged pupils.

**Achievement throughout school Year 1 - 5**, our disadvantaged children achievement is below that of our non-disadvantaged children however the gap is narrowing and more of our disadvantaged children are achieving expected or above in reading writing and maths.

End of Year 6 cohort 2024-25 **expected** outcomes show that:

- 87% achievement in reading is above national
- 76% achievement in writing is in line with national
- 80% achievement in maths is above national

End of Year 6 cohort 2024-25 **higher standard** outcomes show that:

- 38% achievement in reading is above national
- 11% achievement in writing is broadly in line with national
- 22% achievement in maths is broadly in line with national

**Year 6 disadvantaged pupils:** At the End of Key Stage 2, expected standard reading achievement was broadly in line and expected standard writing and maths achievement was above that of our non-disadvantaged children in this cohort. Improvements have been made in the number of disadvantaged children achieving a higher standard in reading which was above national. This has not yet been achieved in writing or maths.

**2. Improved oral language skills and vocabulary among disadvantaged pupils.**

Achievement at GLD in EY (77%) is above achievement nationally. Achievement in COM was 82% and in line with national. This indicates an improvement from achievement in 2023-24.

Achievement in Year 1 against the Phonics check shows that our disadvantaged children achieved at least in line with our non-disadvantaged children and were above the national average.

**3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Our observations and assessments demonstrated that pupil behaviour continues to improve over the last year, but challenges in relation to wellbeing and mental health remain high. The impact on disadvantaged pupils remains significant.

95% of YR to Y6 participated in at least one extra-curricular club or sporting competition in 2024-25. This includes 97% of our disadvantaged pupils participating in at least one extra-curricular club or sporting competition. We will continue to proactively encouraging all of this group of children to take part in at least one club/ competition in the coming year.

**4. Improved attainment at higher standard for disadvantaged pupils at the end of KS2**

Improvements have been made in the number of disadvantaged children achieving a higher standard in reading which was above national. This has not yet been achieved in writing or maths.

**5. To sustain above national average attendance for all pupils particularly disadvantaged pupils.**

**Attendance for 24-25** for all pupils was 95.9% which is 1.1% above the national average. Absence among disadvantaged pupils (93.6%) was 2.6% lower than for non-disadvantaged pupils (96.2%). Both groups were above national averages however.

**Persistent absence for 24-25** for all pupils was 6.6% which is 6% lower than the national average. Persistent absence levels have continued to decrease for non-disadvantaged (3.7%) but remain higher for our disadvantaged (16.1%). School is aware of this gap between our disadvantaged and non-disadvantaged and this is why attendance of our disadvantaged pupils continues to be a focus of our current plan.

Monitoring and internal data indicates that good progress was made toward the intended outcomes 21-22 to 24-25. We have reviewed our strategy plan and set out our new three year intended outcomes and planned how we intend to use our budget this academic year.

## 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

Budgeted cost: £5,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic assessments.  | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><b>Cost of tests: £2,500</b></p>                                    | 1,2,4                         |
| Improve personal, social and emotional wellbeing by: <ul style="list-style-type: none"><li>• Development of well-being room.</li><li>• Staff training on supporting mental health needs of children.</li><li>• Ensure all children have access to enrichment activities available in school through funded places</li></ul> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, attendance behaviour and relationships with peers).</p> <p><b>Cost of resources and training: £1000</b></p> | 3,5                           |
| Purchase resources and fund teacher training/ release time to support improved teaching of adaptive and active learning.  | <p>There is a strong evidence base that suggests active and adaptive learning are inexpensive to implement with high impacts on children's engagement with learning and ability to retain knowledge.</p> <p><b>Cost of resources and training: £2,000</b></p>                                    | 1,2,4                         |

## Targeted academic support

Budgeted cost: £38,150

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide small group tutoring for identified children in Key Stage 2.<br><br>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.<br><br><b>Cost of tuition: £2,000</b>   | 1,2,4                         |
| Employ teaching assistant support to deliver intervention programmes and point of teaching support. A significant proportion of these pupils will be disadvantaged.<br><br>Training teaching assistants to support the delivery of specific programmes. | Research on TAs delivering targeted interventions either one-to-one or in small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.<br><br><b>Cost of 1.5 TAs: £36,150</b> | 1,2,4                         |

## Wider strategies

Budgeted cost: £10,405

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Additional administration time allocated to supporting good attendance.</p> <p>Places at before and after school provision provided where needed.</p> | <p>Missing hours of school or persistent lateness of some disadvantaged and vulnerable children is having a direct impact on their achievement.</p> <p>Intervention with these families beyond school has proven to be an effective strategy of improving attendance and punctuality.</p> <p><b>4 hours a week of administration time: £2,776</b></p> | 1,2,4,5                       |
| <p>Provide specialist interventions to remove barriers to learning from emotional health, wellbeing and behaviour.</p>                                   | <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><b>Cost of specialist intervention – Bloom: £5,070</b></p>        | 1,3,4,5                       |
| <p>Contingency fund for acute issues.</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p><b>Contingency pot: £2,559</b></p>   | All                           |
| <p><b>Total estimated spend for the year 2025-26</b></p>   |   | £54,055                       |

