

Pupil Premium Strategy Statement – 2026

Hallam Primary School

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	654
Proportion (%) of pupil premium eligible pupils	60
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)	2025-2028
Date this statement was published	31.12.2025
Date on which it will be reviewed	01.07.2026
Statement authorised by	Jenna Ramsden
Pupil premium lead	Stacey Hughes
Governor / Trustee lead	Andrew Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,025
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>	£79,921

Part A: Pupil premium strategy plan

Statement of intent

Hallam Primary is a 3-form entry primary school with over 650 pupils on roll rated Ofsted outstanding. We are located in an affluent suburb of Sheffield and are a school of choice with a number of pupils travelling from outside the school's catchment to attend. We are a fully inclusive school and staff work hard to ensure that all pupils feel happy and safe and have a sense of belonging to our school. This is driven through our DREAMS (Diversity, Resilience, Enquiry, Aspiration, Memories and Smiles) curriculum in which all pupils are challenged to achieve their full potential – both academically and socially.

Our aim is to use pupil premium funding to sustain higher attainment for all pupils. We aim to have provision that is fluid and child-led alongside research-based interventions to address gaps in learning for individual pupils. We also aim to ensure that all pupils have a true sense of belonging to our school and develop positive attitudes to learning to enable them to succeed in education in primary school and beyond. Leaders consider ways in which all pupils receive a broad and balanced curriculum, have access to extra-curricular activities and have opportunities to broaden their knowledge, skills and awareness of their local and wider context

Our expectation at Hallam Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. We feel this will enable them to read to learn, broaden horizons and be interested and interesting citizens. During the period of this strategy, we will be continuing to embed our whole school approach to early reading, ensuring that the strategies of Read Write Inc. are consistently and effectively implemented throughout school and at home.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. We recognise the impact of disadvantage on our pupils' learning and staff share our ambition for the achievement of all. Leaders focus on the quality of pupils' learning experiences and evaluate progress through rigorous monitoring. Through a typicality approach to monitoring and a robust CPD offer, leaders support teaching through shared planning, modelling and coaching of quality first teaching strategies.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. Our CPD opportunities for all staff will be focused around developing their skills of teaching vocabulary, ensuring that they develop opportunities within their classrooms for children to engage in planned opportunities for talk, so that they can embed and practice the vocabulary that they have been learning. In addition to this, Over the next three years, Hallam Primary school, will focus on ensuring that all children are secure in early transcription skills and that accuracy is emphasised in all areas of learning to ensure that we develop confident and accurate writers. To further develop adults' confidence and expertise, we are continuing Embedding Formative Assessment project which is acknowledged by the EEF as one of the three key strategies for promoting accelerated pupil progress.

During the next three years of this strategy, school will embed the ARK maths curriculum, ensuring that the teaching and understanding of mathematical language is embedded and consistent from EYFS through to Y6. We will ensure that all pupils are confident in using the most efficient mathematical calculation methods and have the vocabulary to be able to unpick and explain their mathematical thinking.

Leaders recognise the importance of preparing pupils for adulthood and staffing structures have been amended to introduce a Diamonds integrated resource provision for our most vulnerable children with SEND. This provision focuses on the development of key skills including an emphasis on social, communication and interaction skills as well as valuable speech and language support. Pupils accessing this provision maintain a sense of belonging to their peer group and access the delivery of the wider curriculum in the classroom. We have also employed our own private speech and language therapist so that we can identify pupils who require additional support and guarantee that staff have access to the highest quality CPD.

This strategy will be in place for three years however it will be reviewed annually and amended to meet the changing needs of our context.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes – End of Key Stage attainment</p> <p>At the end of 2025, the Key Stage 2 outcomes were above national outcomes for all children, with 77% of children achieving the expected standard in Reading, Writing and Maths.</p> <p>The school's year 6 disadvantage cohort (8 pupils) outcomes for children achieving reading, writing and maths were below disadvantaged children nationally by 22%. However, 75% of the pupils were also pupils with significant Special Educational Needs.</p> <p>There is also still a gap when comparing school pupil premium to school non-pupil premium and national non-pupil premium.</p>
2	<p>Equity of access to excellent teaching</p> <p>We will be identifying and implementing consistent pedagogical strategies within the classroom linked to the school's Teaching and Learning Toolkit based on SSAT's Embedding Informative Assessment, to ensure on going formative assessment in the classroom, leads to adaptive teaching to meet the needs of all learners.</p> <p>Further to this, the school intend to implement a PedTech strategy to enhance the pedagogical approaches in the classroom.</p>
3	<p>Literacy (reading, writing, oracy)</p> <p>The outcomes at the end of year 6 for both reading and writing were above national for all children and when comparing disadvantaged to national disadvantaged we were inline for reading, but below national for writing.</p> <p>Outcomes in writing for Reception children at the end of 2025 were significantly above national average and we were significantly above for all children achieving GLD.</p>

4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <p>Data below shows attendance data for the academic year 2024-25.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP attendance %</th> <th>Non-PP attendance %</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90.8%</td> <td>96.4%</td> <td>5.6%</td> </tr> <tr> <td>2</td> <td>92.3%</td> <td>97.2%</td> <td>4.9%</td> </tr> <tr> <td>3</td> <td>92.3%</td> <td>97.5%</td> <td>5.2%</td> </tr> <tr> <td>4</td> <td>92.5%</td> <td>96.4%</td> <td>3.9%</td> </tr> <tr> <td>5</td> <td>92.0%</td> <td>97.7%</td> <td>5.7%</td> </tr> <tr> <td>6</td> <td>91.6%</td> <td>97.0%</td> <td>5.4%</td> </tr> <tr> <td>All</td> <td>93.9%</td> <td>97.1%</td> <td>3.2%</td> </tr> </tbody> </table>	Year	PP attendance %	Non-PP attendance %	Gap%	1	90.8%	96.4%	5.6%	2	92.3%	97.2%	4.9%	3	92.3%	97.5%	5.2%	4	92.5%	96.4%	3.9%	5	92.0%	97.7%	5.7%	6	91.6%	97.0%	5.4%	All	93.9%	97.1%	3.2%
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5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p>Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum. Many of our children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital) and the school want to further enhance the curriculum opportunities by providing experiences and raising aspirations for the future.</p> <p>Engagement in enrichment opportunities is key to developing pupils’ metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance.</p>																																

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
<p>Challenge 1: Outcomes</p> <p>Narrow the gap between <i>Pupil Premium and non-Pupil Premium</i> in the combined outcomes for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ✓ 2026 Year 6 performance data indicate narrowing gaps between PP and non-PP ✓ 2026 IDSR shows strong performance of PP in comparison to national PP ✓ Y6 books show progress over time. ✓ Progress data for disadvantaged is in line or above national. ✓ Reading ages of the Y6 pupils have improved from baseline to end of year.
<p>Challenge 2: Equity of access to excellent teaching</p> <p>There is a consistent approach to key pedagogical strategies across the school with a particular focus on:</p> <ul style="list-style-type: none"> ✓ Checking for understanding ✓ Dual coding ✓ Feedback ✓ 100% participation ✓ Relentless routines. <p><i>There is a successful transition to PEDTech, with iPads enhancing these aspects of pedagogy for Pupil Premium pupils.</i></p>	<ul style="list-style-type: none"> ✓ Steplab evidence shows that 100% of teachers are using the strategies from the T&L toolkit. ✓ 100% of teachers have elements of dual coding within their practice. ✓ Monitoring evidence highlights that teachers are checking for understanding in all lessons ✓ PEDTech strategy has been implemented across the school with all teachers using iPads confidently as a teaching tool. ✓ 100% teachers engage in the EFA programme to ensure that ongoing informative assessment leads to adaptive teaching to suit the needs of all learners.

<p>Challenge 3: Literacy (reading, writing, oracy) Improved English outcomes across all key stages.</p>	<ul style="list-style-type: none"> ✓ Attainment of pupils achieving GLD will be above national for all pupils ✓ Attainment of pupils in KS2 achieving expected standard in reading will be 90% ✓ Attainment of pupils in KS2 achieving expected standard in writing will be 81% (9% above 24/25 national data) ✓ Attainment of pupils passing the phonics screening test will be above 80%
<p>Challenge 4: Attendance Attendance of disadvantaged pupils will be in line with non-disadvantaged peers, so that they have access to a broad and balanced curriculum</p>	<ul style="list-style-type: none"> ✓ 2025/26 attendance data of disadvantaged children will increase by 2% closing the gap between them and non-disadvantaged children ✓ 2025/26 persistent absenteeism data will reduce to less than 5% for all disadvantaged children
<p>Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p>	<ul style="list-style-type: none"> ✓ Data shows that by July 2027 a 100% of disadvantaged children have: <ul style="list-style-type: none"> ○ Accessed an extra-curricular club ○ Accessed an external enrichment opportunity ○ Accessed free school uniform to achieve a sense of belonging ○ Accessed a sporting event outside of school ✓ Student voice from disadvantaged pupils indicates a positive response to opportunities. ✓ All disadvantaged pupils would recommend Hallam Primary School as a school they would like to attend.

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)

Budgeted cost: £42,033

Activity TRUST – Purple School level - Black	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> ✓ Alignment of assessment and standardised testing – Create and Implement Trust Primary Guidance for assessment 	<p>Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2,3</p>

<ul style="list-style-type: none"> ✓ Insight support with Data Analysis and platform ✓ RSL conferences undertaken termly with Raising standards leads. ✓ SMARTGRADE -ark maths diagnostic tool Standardised termly assessments across Y1-Y6 for Reading, SPaG and maths 		
<p>Leadership capacity allocated to driving equity of access to excellent teaching:</p> <ul style="list-style-type: none"> ✓ School visits from Chief of Learning to support monitoring of T&L ✓ School support visits from Directors with school specific focus: <ul style="list-style-type: none"> ○ Director of SEN ○ Director of Maths and PP lead ○ Director of Reading ✓ Executive Headteacher strategic support ✓ Chief of QA visits – Health check / safeguarding / progress board 	Effective Professional Development EEF	1, 2
<p>Implement teaching and learning platform/resources to support teacher development:</p> <ul style="list-style-type: none"> ✓ Access to WalkThru for personalised CPD to school priority and personalised next steps. ✓ Pulse checker implemented as ‘typicality monitoring tool’ ✓ Implementation of Pocket Ped sessions. ✓ Implementation of Steplab – CPD support, network meetings, Trust support ✓ Access to ongoing CPD as part of EFA programme 		2, 3
<p>Access to Professional Learning opportunities:</p> <ul style="list-style-type: none"> ✓ Agile appraisal and coaching across the school. ✓ Opportunities for staff to attend IoT training sessions to support leadership aspirations and capacity. ✓ Access to NPQ and apprentices – cover support ✓ Half termly network meeting opportunities for: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Maths 		2,3
<p>Transition to PedTech to support pedagogical approaches:</p> <ul style="list-style-type: none"> ✓ Purchase of iPads for all teachers and pupils. ✓ CPD for Digital Leader representative ✓ Trust CPD events and support from Showbie team 	EdTech interventions for disadvantaged pupils EEF EEF Digital Technology Summary of Recommendations.pdf	1, 2

✓ Showbie accounts purchased and disseminated to support dual coding/modelling etc		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support from Let's verbalise		3
Targeted interventions for Y6 cohort	EEF: Improving Literacy standards in KS2	3
Specialist TA's to support in the delivery of SALT sessions		3

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

Budgeted cost: £9,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership capacity allocated to support with graduated response to behaviour and attendance: <ul style="list-style-type: none"> ✓ Chief of inclusion school support ✓ Director of SEN support ✓ Trust primary sharing panel introduced 		1
Access to Attendance platforms to support identification of children and analysis of attendance data: <ul style="list-style-type: none"> ✓ A-Star attendance purchased and implemented ✓ SOL attendance purchased and implemented ✓ CPD opportunities and Networking as part of Trust centralised offer 		4
Additional opportunities/support commissioned by the Trust for wider opportunities <ul style="list-style-type: none"> ✓ School support from Director of belonging ✓ Experiences commissioned by Trust to schools to enhance the school level wider opportunities offer. <ul style="list-style-type: none"> ○ Beyond the 4 walls ○ Residential visits ○ Outward Bound 		5

<p>SEN resources / support:</p> <ul style="list-style-type: none"> ✓ Evaluate my school analysis and review of school and Trust level provision ✓ Provision Map purchased and implemented ✓ Clicker access for children ✓ Step Forward psychology sessions ✓ Fusion support ✓ Let's verbalise 		1
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Total budgeted cost: £ 79,921

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data outcomes for 2024-25 academic year were significantly improved on previous years outcomes and changes to the curriculum have had a positive impact for all pupils.

- 86% of pupils in year achieved the phonics check and support has been identified to continue to reduce the gap by the end of 2026
- 95% of pupils achieved EXS in maths in KS2, with 34% achieving GDS, well above national average
- 25% (2/8 pupils) of Disadvantaged pupils achieved EXS in all areas of learning.
 - 63% of Disadvantaged achieved Expected standard in reading
 - 25% of Disadvantaged achieved Expected standard in writing
 - 75% of Disadvantaged achieved Expected standard in reading
- Progress measures for disadvantaged were higher in 24/25 than previous years

Observations and pupil interviews conveyed that children continue to enjoy attending Hallam Primary School with over 100% of children reporting Hallam to be a friendly and safe environment, which they would recommend to their friends. All pupils reported feeling like they belonged at Hallam Primary School and that they were able to access all parts of school life. School experienced their highest uptake of extra-curricular activities and 95% of disadvantaged children attended a club before or after school.

The introduction of Let's Verbalise support throughout school has supported with early intervention for all pupils. This is having a positive impact on quality first teaching and is enabling all children to access the lesson and interventions in order to close the gap. School will continue to build on this in the 25/26 plan. The school will embed the use of talk partners to ensure that all children have a chance to develop their speaking and listening skills.

Data outcomes showed that on average a pupil accessing LEAP or VIP, made at least one level progress and that they were able to apply grammar constructs when speaking.

In FS2 all children are identified for SALT support in the autumn term and appropriate pathways are put in place. In 6 pupils were identified as needing specific S&L support and 4 pupils needing 1:1 intervention. These children are now reviewed annually as part of the SEND plan, do review cycle.

Writing continues to be a key are of development for this academic year and has been the area most impacted since covid19. Outcomes showed that 25% (KS2) of Disadvantaged Pupils achieved EXS in writing and 50% of Disadvantaged Pupils in KS1 achieved EXS in writing. School leaders continue to develop the writing curriculum, with specific training into transcription and composition and ensure that all learners develop stamina for writing. There will be a focus on developing accuracy in writing within KS1, so that learners are ready

to move into the KS2 and can continue to develop their composition skills. School will continue to use technological aids to support for SEND learners and ensuring that the curriculum is accessible to all.

Attendance continues to be a barrier to learning and whilst data is above Sheffield comparatives it continues to be a focus of the 2025/26 strategy. The attendance for disadvantaged children at the end of the last academic year was 93% and others was 97%, this is a gap of 4%. School have put MAST support in place for families where attendance is an area of concern and will continue to do this as part of the new Pupil Premium Strategy.

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.

N/A

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.