

Pupil premium strategy statement – Hallwood Park Nursery and 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	80
Proportion (%) of pupil premium eligible pupils	67.5%
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 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Flora Graham
Pupil premium lead	Flora Graham
Governor / Trustee lead	Rachael King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
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>	£76,960

Part A: Pupil premium strategy plan

Statement of intent

At Hallwood Park Primary School, we are committed to breaking down the barriers to achievement and creating an inclusive, high-quality education for every pupil. Hallwood Park sits within Halton LSOA 013F, which is ranked 198 out of 33,755 areas nationally in the 2025 Index of Multiple Deprivation—**placing it within the top 1% most deprived neighbourhoods in England**. This persistent deprivation affects multiple areas including income, employment, education, health, and crime.

Hallwood Park Primary School and Nursery reflects this context. The school has a significantly higher than average proportion of disadvantaged pupils, with **67.5% of pupils eligible for Pupil Premium funding (75% among compulsory school-aged children)**.

With a significantly high percentage of pupils eligible for Pupil Premium, our Pupil Premium strategy is a crucial part of our whole-school mission to enable each child to reach age-related expectations, develop strong foundational skills, and become well-rounded, resilient individuals prepared for their future.

We understand that we face certain barriers given our context, and plan our curriculum and pedagogy to combat this in all we do.

Our long-term intentions are:

- ✓ For all pupils to make accelerated progress against low starting points and/or reach age related expectations by the time they leave Y6.
- ✓ To provide life experiences and opportunities to our students to ensure that they are well-rounded and well-adjusted young people, with varied interests.
- ✓ To nurture and support our pupils' health and wellbeing, to ensure they continue to access learning and opportunities provided for them at school.
- ✓ To foster an enjoyment and life-long love of learning, that will stay with our pupils.

In line with the 3-tiered approach in EEF's pupil premium guide, activities:

- ✓ support the quality of teaching, including staff professional development, assessment materials & resources
- ✓ provide targeted academic support, including in class support, interventions and clubs
- ✓ tackle non-academic barriers to academic success, like attendance, behaviour, safeguarding and social and emotional support

In addition to this, we aim to ensure that all students at Hallwood Park can access the extra-curricular activities on offer, including a range of trips and visits that supplement learning as well as opportunities for children to develop their soft skills and independence.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Pupils enter school at a level significantly below national average in all areas, with language and communication skills being particularly weak.
2	Attainment – Writing Attainment in writing is especially low across the board due to limited vocabularies, poor grammatical models, low speech and language levels and low stamina.
3	Low Starting Points Children starting at Hallwood Park have low starting points, this means that despite good or even accelerated progress, attainment in the younger years remains lower.
4	Social and Emotional Needs Children have emotional or pastoral needs which can sometimes prevent them from making progress in the curriculum, and can also lead to poor attainment.
5	Cultural Capital Economic/financial barriers which can result in limited experiences, lack of cultural capital and consequently impacts on pupils eligible for PPs access to and understanding of the curriculum.

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
Improve oral language skills and vocabulary among disadvantages pupils.	<ul style="list-style-type: none"> ✓ Assessments and observations indicate significantly improved oral language. ✓ Children have a broader and more developed vocabulary ✓ Children use correct models of spoken and written English ✓ Writing data is improved as a result
Improved writing attainment by the end of KS2, and for internal measures.	<ul style="list-style-type: none"> ✓ Attainment in writing will increase in all year groups, including Year 6 ✓ The number of children achieving the writing related ELG will increase ✓ Children will improve presentation and stamina for writing
Improve reading attainment by the end of KS2, and for internal measures.	<ul style="list-style-type: none"> ✓ Attainment in reading measures for KS2 SATs will be within national expectations ✓ The gap between PP and Non-PP attainment will decrease

	<ul style="list-style-type: none"> ✓ The number of children achieving the reading ELG will increase
Maintain high KS2 Maths assessment results and reduce gap between PP and non-PP attainment.	<ul style="list-style-type: none"> ✓ The gap between PP and non-PP attainment will be reduced in mathematics in the end of KS2 SATs results ✓ The attainment in maths will increase in all year groups
Increased punctuality and attendance in all year groups	<ul style="list-style-type: none"> ✓ Attendance will be within national expectations ✓ The gap in attendance rates between PP and non-PP pupils will close ✓ There will be a reduction in the number of students who are considered persistently absent
Improved wellbeing for all pupils in the school, particularly disadvantaged pupils	<ul style="list-style-type: none"> ✓ Sustained high levels of well-being demonstrated through pupil voice, parent surveys and teacher observations ✓ Improved behaviour and reduced instances of perceived, or actual bullying ✓ An increase in parent and pupil engagement in school-related activities
Pupils have access to a well-rounded curriculum that includes opportunities for them to develop their cultural capital or have experiences that support the development of their soft skills	<ul style="list-style-type: none"> ✓ All pupils attend and enjoy school trips and related activities ✓ Children are encouraged to develop independence, to enable them to access the school residential in Y5/6 ✓ Children enjoy a the curriculum and are able to articulate the benefits of the extra-curricular activities they have engaged in

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: £ 7,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff on Rosehshine's Principles of Instruction and SEND 5 a-day strategies</i>	<p>"Good teaching is the most important lever school's have to improve outcomes for disadvantaged pupils".</p> <p>Whole school CPD will focus on quality first, inclusive practice which will support all students, especially those with SEND or those from disadvantaged backgrounds. The 5-a day approach, which is in line with Rosenshine's Principles of instruction and all recent cognitive science, will be used to drive high quality teaching and learning.</p>	1,2,3,4

<i>ELS subscription, training and books (previously purchased but some topping up required)</i>	<p>The EEF has found that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The ELS phonics programme is one of the DFE approved synthetic systematic phonics programmes, and has been in place at Hallwood Park for two years.</p> <p>So far, the implementation of the scheme has improved results, but continued training is required to ensure that this trend continues, and that all staff in the school know and understand the systems so that children can continue to be support throughout KS2 as well.</p>	1,2,3,4
<i>White Rose Maths and Mastering Number</i>	<p>The EEF finds that a mastery curriculum can provide an additional 5 months of learning. The White Rose Maths curriculum and resources are a mastery curriculum. At Hallwood Park we use White Rose Infinity to ensure that children have enough opportunities to secure concepts via guided practice before moving on to new content.</p> <p>The Mastering Number programme is also used at Hallwood Park to ensure a good understanding of core concepts and develop number sense.</p>	1,2,3,4
<i>Other Curriculum subscriptions</i>	Hallwood Park is a mixed aged group setting, and as such planning can be onerous and time consuming. In order to ensure that time can be spent appropriately on adapting learning resources to suit the needs of learners, and providing high quality feedback to students which promotes accelerated progress, schemes of work have been purchased in all curriculum areas.	1,2,3,4
<i>Opening Worlds Subscription and Resources</i>	Opening Worlds is a curriculum which teachers the humanities in a highly effective way; promoting reading and writing whilst also ensuring vocabulary development and retention of key information. This curriculum will be rolled out over the next 3 academic years, requiring initial expenditure on resources and training.	1,2,3,4,5

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

Budgeted cost: £46,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants to teach recovery interventions during the afternoons, including IDL, Numberstacks, precision teaching,</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. This is especially beneficial for students who are working below ARE.</p> <p>Small Group Teaching</p>	1,2,3,4

<i>Time out of class for EYFS lead to perform WELLCOMM assessments, and intervention time 3 times a week for Talk Boost sessions</i>	On average children made between nine and 18 months progress in language levels over the ten-week period. Up to 80% of these children made good progress with language development, helping to narrow the gap between them and their peers. https://speechandlanguage.org.uk/wp-content/uploads/2024/08/Getting-in-early-report-FINAL.pdf	1,2,3,4

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

Budgeted cost: £22,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance League, monitoring and support, including EWO hours</i>	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. By purchasing a service level agreement with the EWS, the school ensures that significant concerns around punctuality and attendance are addressed formally, but supportively, with parents and carers. Evidence suggests that good attendance and punctuality result in fewer gaps in learning, and help pupils to develop positive attitudes towards their learning	4
<i>Supporting with the cost of school trips</i>	Whilst the cost of school trips is always kept to a minimum, given the location of the school, coaches are required for any trips outside of walking distance. We know the importance of developing cultural capital, and given the students opportunities to access the wider curriculum, therefore, where grants are not available, the cost of trips, including the Y5/6 residential, will be supplemented by the school to ensure disadvantaged pupils can attend. https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residentials/	4,5
<i>Thrive Approach- time to deliver the programme</i>	Thrive training and one day a week needed for Thrive practitioner to work with students. <i>"Schools that have adopted the Thrive Approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results."</i>	4,5
<i>Free Breakfast Club-Open to all pupils without booking.</i>	"Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report" (March 2017) It is generally accepted that Breakfast Clubs can overcome hunger and address issues of punctuality and attendance for some pupils. At Hallwood Park, attendance is very high (over 50% of the school) and the social benefits are very evident, as pupils are able to mix with friends across the school and engage in a range of quiet games.	2,4

	Breakfast Club will also include a range of academic games and activities, run by adults, and older children, which will support students attainment and retention of core curriculum facts.	
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Total budgeted cost: £ 76,960

Part B: Review of the previous academic year

Pupil Premium Impact Report 2024- 2025

The Challenges listed in the 2024-2025 report are as follows:

Challenge number	Detail of challenge
1	Speech and Language Pupils enter school at a level significantly below national average in all areas, with language and communication skills being particularly weak.
2	Attainment - Global Attainment in all measures is below national averages, with 33% of students achieving ARE in reading, writing and maths by the end of KS2.
3	Attainment – Writing Attainment in writing is especially low across the board due to limited vocabularies, poor grammatical models, low speech and language levels and low stamina.
4	Social and Emotional Needs Children have emotional or pastoral needs which can sometimes prevent them from making progress in the curriculum, and can also lead to poor attainment.
5	Cultural Capital Economic/financial barriers which can result in limited experiences, lack of cultural capital and consequently impacts on pupils eligible for PPs access to and understanding of the curriculum.

1) Speech and Language:

We know that Speech and Language remains a major barrier for children in Hallwood Park, but are pleased with the progress that has been seen so far via the identified actions. Our new teaching and learning framework which has been rolled out during CPD during 2024-2025 highlights the importance of pre-teaching vocabulary, as well as providing high-quality opportunities for discussion. In EYFS, we have use the Wellcomm assessment to understand and address specific barriers to speech and language in the earliest stages of school.

Whilst our EYFS Wellcomm data shows that students are still underperforming in this measure, clear progress is visible year on year because of the interventions in place to support their progress. The data below shows the end of year assessments for all students in EYFS and KS1 at the end of each academic year. The number of children scoring in the red has reducing from 60% to 27% showing sustained improvement over time. This will remain an area of priority for Hallwood Park in the foreseeable future.

Year	Red	% Red or Amber	Green
2023	60%	71%	20%
2024	53%	65%	35%
2025	27%	55%	45%

2 & 3) Attainment Global / Attainment Writing

There are significant statistical challenges when interpreting data for Hallwood Park, as some cohorts have very low pupil numbers. In Year 5, for example, there are no non-disadvantaged pupils, while in Year 4 and Year 2 there is only one, meaning those pupils account for 100% of the attainment for their group. When this is combined with the generally small class sizes(where each pupil represents between 10% and 16% of their cohort) a change in one

child's outcome can cause large percentage fluctuations. Consequently, comparisons between disadvantaged and non-disadvantaged pupils can appear erratic and should therefore be interpreted with caution.

		Reading		Writing		Maths		GPS					
	Each PP pupil worth	Non-dis	Dis	Pupil dif	Non-dis	Dis	Pupil dif	Non-dis	Dis	Pupil dif	Non-dis	Dis	Pupil dif
1	16 %	40%	33%	-1	40%	50 %	+1	60%	50 %	-1			
2	16 %	100%*	83%	-1	100%*	14 %	-5	100%*	33 %	-5			
3	16 %	100%	33%	-4	75%	17 %	-4	75%	50 %	-2	75 %	17 %	-4
4	10 %	0%*	80%	+8	0%*	50 %	+5	100%*	90 %	-1	0%*	70 %	+7
5	10 %	N/A **	80%	N/A	N/A **	50 %	N/A	N/A **	50 %	N/A	N/A **	60 %	N/A
6	10 %	100%	60%	-4	75%	70 %	-1	100%	80 %	-2	50 %	70 %	+2

* Based on one pupil

** no non-disadvantaged pupils in this year group

To provide a more reliable and statistically meaningful picture, it is preferable to consider outcomes at a whole-school level. When combining all year groups, the data shows that:

- Reading: Around three fewer disadvantaged pupils achieved the expected standard compared with their non-disadvantaged peers across the entire school (66% vs 73%).
- Writing: Approximately 7 fewer disadvantaged pupils met the expected standard across the entire school (46% vs 60%).
- Maths: Outcomes were broadly comparable, with disadvantaged pupils performing slightly better overall (62% vs 60%), equivalent to about one additional disadvantaged pupil reaching the standard.
- GPS: The largest difference is seen in this area, with around 14 fewer disadvantaged pupils achieving the expected level compared with non-disadvantaged pupils (52% vs 80%).

These whole-school figures provide a more stable representation of pupil outcomes, showing that while reading and maths are broadly in line with national trends, writing and GPS remain priority areas for continued focus and targeted support. This data supports our own observations and has informed the Pupil Premium planning for the upcoming year.

Whole School Data													
		• Reading		Writing		Maths		GPS					
WS	2%	73%	66%	-3	60%	46%	-7	60%	62%	+1	80%	52%	-14

When considering how our Pupil Premium students compare to national averages of PP cohorts, despite that fact that there is a gap between disadvantaged and non-disadvantaged students within the school, we can see that by key stage 2 disadvantaged students are performing either in line with or exceeding national averages for disadvantaged students. As a general rule, we know that our children arrive at Hallwood Park with low levels, especially our disadvantaged students. But what is encouraging is that by the time they leave the school, attainment of this cohort is in line with or exceeding national averages for Pupil Premium students, and that in writing, maths and GPS, disadvantaged students reached attainment levels in line with or exceeding national averages for **all** students. Hallwood Park has worked exceptionally hard to improve their data, and whilst we acknowledge that there is still plenty of room for improvement, we are happy to have achieved the milestones laid out above. Furthermore, what is clear, is the impact of the interventions that have been put in place when we consider the improvements in data in 2024-2025 compared to 2023-2024 for disadvantaged students! The percentage of students reaching ARE has increased across the board, with particular strength seen in maths, writing and GPS.

Subject	2023 – 2024 Disadvantaged	2024-2025 disadvantaged	2024-2025 National for disadvantaged	2024- 2025 National for all students	2024-2025 School IDACI index 1	2024-2025 IDACI index 1
Reading Y6	57%	60%*	63%	75%	71%	70%
Writing Y6	57%	70%	59%	72%	70%	71%
Maths Y6	57%	80%	61%	74%	86%	63%
GPS Y6	57%	70%	60%	73%	64%	65%

* please note that each child in this cohort was worth 8% as so this is considered broadly in line as it is fewer than one child below.

A key area of priority for Hallwood Park is raising GDS for all students, but in particular for disadvantaged students. The Reception cohort in 2024-2025 consisted of just 6 pupils, and two EHCPs. This did have a huge impact on our assessment data, but GLD has historically been an area which is not in line with our ambition and expectation or being in line with or exceeding national measures. We are pleased to report that our phonics data is in line with national averages for disadvantaged pupils, despite there being an attainment gap between advantaged and disadvantaged pupils (exacerbated by low cohort numbers. Our MTC data, demonstrates the trend again, that the longer our students are with us, the more support we are able to give them, and the more likely they are to meet the age relation expectations. Our average score for the MTC was significantly above the national average for disadvantaged students, of which we are very proud.

	2024-2025 disadvantaged	2024-2025 National for disadvantaged
MTC Y4	23.8	19.1
Phonics Y1	66%	67% (2024)
GLD	25%	67.7% (2024)

4) Social and Emotional Needs

Attendance:

Attendance at Hallwood Park improved significantly in the 2024–2025 academic year. Overall attendance rose from 92.45% to 96.12%, taking the school above national levels in all measures.

The most notable improvement was seen in disadvantaged pupils. Their attendance increased from 92.38% to 96.07%, meaning that disadvantaged pupils attended more regularly than non-disadvantaged pupils in 2024–2025. This reverses the previous trend and highlights the impact of targeted attendance strategies implemented throughout the year.

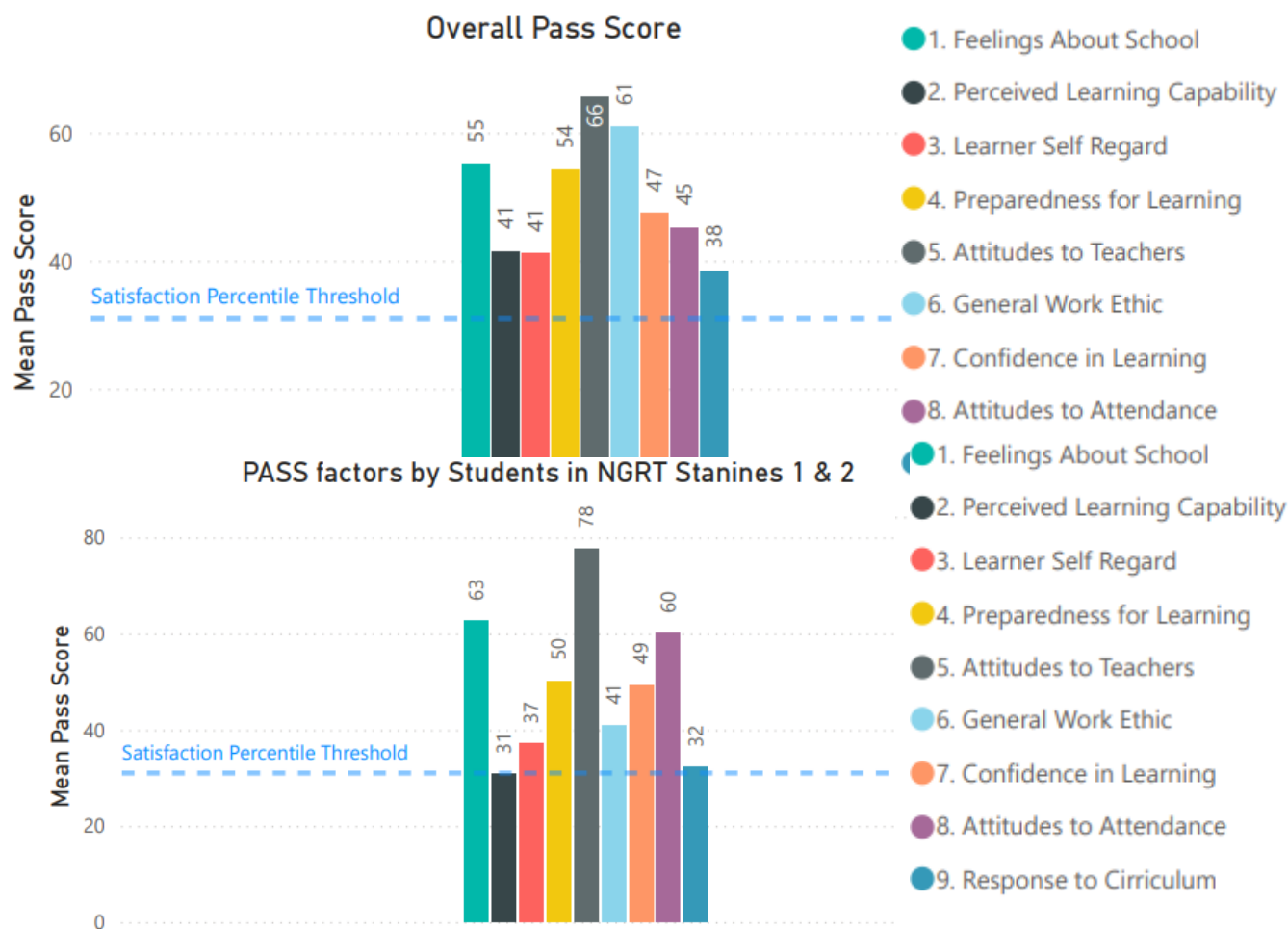
Persistent absence also reduced sharply. The percentage of pupils classified as persistently absent fell from 19.3% in 2023–2024 to 7.5% in 2024–2025, with strong improvement for both disadvantaged and non-disadvantaged groups. Additionally, the average attendance of pupils who were previously persistently absent increased, showing better re-engagement with school routines.

These outcomes demonstrate the effectiveness of early intervention, strengthened family engagement, and improved monitoring systems introduced during the year.

	Overall	Non-disadvantaged	Disadvantaged	% difference
2023-2024				
Hallwood Park 2023-2024	92.45%	92.65%	92.38%	-0.27
National 2023-2024	94.5%	92%	97.7%	-5.7%
% of Persistently Absent Students 2023-2024	19.3% 17/88	16% 4/25	20.6% 13/63	+4.6
Average attendance of Persistently Absent Students 2023-2024	78.81%	67.99%	82.98%	+14.99
2024-2025				
Hallwood Park 2024-2025	96.12%	95.94%	96.07%	+0.13
National 2024- 2025	94.9%	95.7%	92.6%	-3.1%
Average attendance of Persistently Absent Students 2024-2025	90.59%	89.36%	91.31%	+1.95
% of Persistently Absent Students 2024- 2025	7.5% 6/80	9.1% 2/22	6.9% 4/58	-1.2%

School Enjoyment:

PASS survey results for Years 5 and 6 show that pupils at Hallwood Park enjoy school, feel safe, and have strong, trusting relationships with staff. This is a key strength of the school's culture.



While this data cannot be separated by Pupil Premium status, **20 of the 24 pupils in this cohort are eligible for Pupil Premium**, meaning the results are highly representative of the disadvantaged cohort.

Pupils feel secure, connected and motivated to attend school. The next step is to deepen their **confidence as learners**, particularly for pupils with lower reading attainment, so that enjoyment translates into consistent resilience and pride in progress.

Interpretation & Implications

- **Pupils' enjoyment of school is strong** — they feel known, valued and supported.
- **Relationships with teachers are a significant strength** and provide an excellent foundation for academic growth.
- For some pupils, particularly those with lower literacy, their belief in their own ability lags behind their effort and attitude.
- This means the school is working from a position of high emotional security and engagement, which is a strong platform for further academic growth.

These findings reinforce and validate the school's current improvement focus:

1. **Quality-first teaching** that gives pupils clear, achievable steps to success.
2. Celebrating progress, effort and personal achievement to build self-belief.

3. **Structured reading fluency and comprehension support** that secures core confidence.
4. Developing pupils' ability to talk positively about themselves as learners, strengthening resilience and independence.

Breakfast Club Attendance:

Hallwood Park runs a free breakfast club which ensures children have a positive start to the school day, and a healthy and filling meal before lessons begin. This is well attended with 58% of all students attending. The impact of this can be seen in the above attendance data, but also in the improvement of the academic data.

5) Cultural Capital

Trips and Opportunities to develop Cultural Capital:

Cost is never a barrier for our children to school trips and visits- all children are able to access these experiences regardless of their financial contribution. We support this through both fund raising and PP funding. These experiences broaden vocabulary, strengthen social confidence, deepen schema knowledge and support improved writing and reading comprehension.

Highlights include:

- All children in KS1 attended the Liverpool Philharmonic Orchestra last academic year, including all PP students.
- All children from Reception to Year 6 attended a school trip to the Liverpool World Museum.
- 92% of students attended the residential school trip to Anglesey (all students were supported to attend financially, the children who did not attend opted out due to SEMH needs and parental choice)

All children in Y3/4 learn the ukelele and all children in Y5/6 learn the recorder so they leave school able to read simple music and with a basic knowledge of two musical instruments.

All clubs are free, and 90.6% of all students attended clubs last year.

We have a wide variety of pupils leadership and development opportunities including school council, house captains, head boy and girl, play leaders, Times Tables champions etc.

The school hosts a variety of community and parent engagement events highlights include:

- School sleepover (Attended by over 80% of the school)
- Bingo events
- Summer/ Christmas Fairs
- Parent workshops
- Christmas movie nights
- Discos

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
Pathways to Write	The Literacy Company
White Rose Maths	My Maths
TTRockstars & Numbots	Maths Circle Ltd
Knowsley Computing Scheme of Work	Knowsley City Learning Centre
Oxford Owl E-Library	Oxford University Press
ELS	Oxford University Press
EdShed and Spelling Shed	EdShed
IDLS – Literacy and Numeracy	International Dyslexia Learning Solutions
Phonics Play	Phonics Play
Letter Join Handwriting	Letter Join
Numberstacks	Numberstacks
Kapow – Multi curriculum	Kapow
SCARF – PSHE curriculum	Coram Life Education
Developing Experts – Science curriculum	Developing Experts
Picture News	Picture News Ltd