



Hardwick Green Primary Academy

Pupil Premium Strategy Statement 2026-27

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	Hardwick Green Primary Academy
Number of pupils in school (Reception – Year 6)	224
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Chris Story - Principal
Pupil premium lead	Chris Story - Principal
Governor / Trustee lead	Academy Improvement Committee

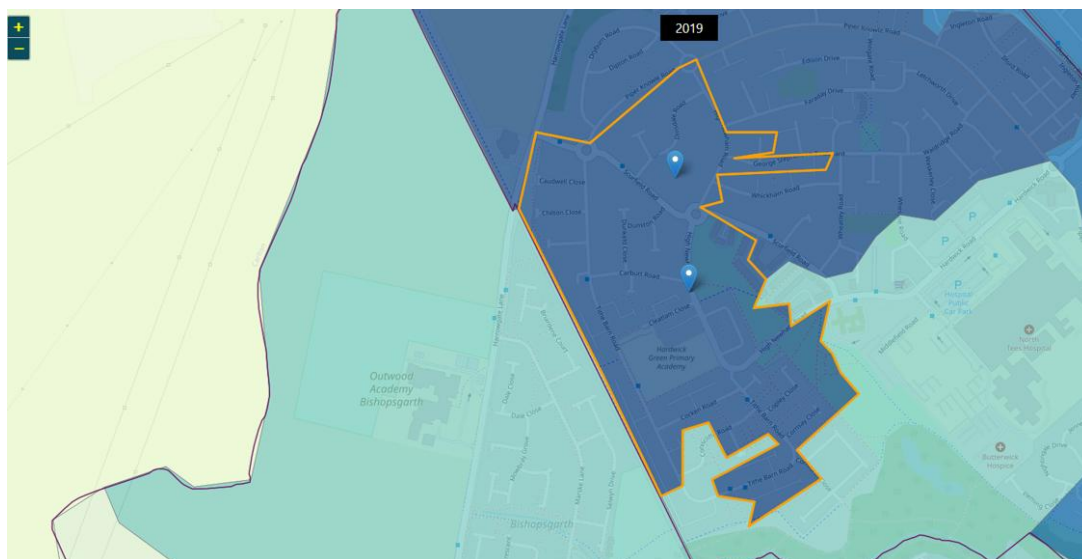
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,456
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£259,456
Total actual predicted expenditure	£261,200

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Green Primary Academy, 78% of pupils attract Pupil Premium funding, compared with approximately 25% nationally. Rather than being a minority group, disadvantaged pupils make up the majority of our school population. This is reflected in our local context: the Income Deprivation Affecting Children Index (IDACI) shows that the community we serve is among the most deprived in the country, with many families experiencing significant socio-economic challenges.



(IDACI, 2019)

Our ambition is that every pupil, regardless of background, starting point or circumstance, achieves highly, attends well, develops strong character and leaves Hardwick Green fully prepared for the next stage of education. We are determined that disadvantage should never limit a child's achievement, aspirations or life chances.

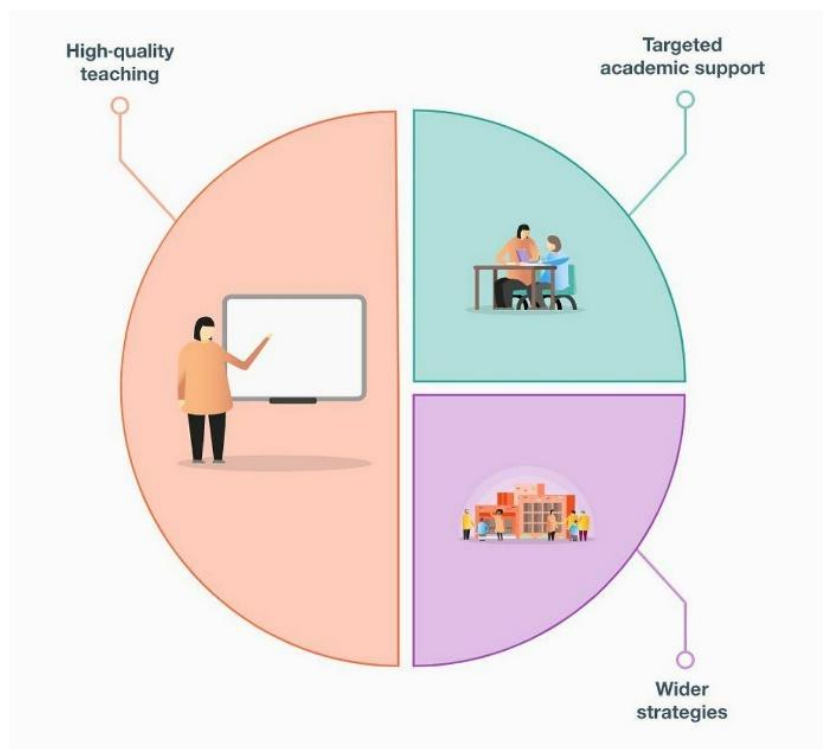
Educational disadvantage at Hardwick Green is often compounded by additional barriers, including lower levels of language development on entry, attendance challenges, social, emotional and mental health needs, SEND, and limited opportunities beyond school. Our strategy is therefore designed not only to improve academic outcomes, but also to ensure that pupils are present, engaged, supported and ready to learn.

The EEF states that "a focus on effective teaching is the best lever schools have to improve outcomes, particularly for disadvantaged pupils". We fully embrace this principle. Rather than viewing disadvantaged pupils as a separate group, our approach recognises that improving the quality of teaching, curriculum design and classroom practice benefits all pupils whilst having the greatest impact on those who are most vulnerable to underachievement.

We also recognise that pupils who attract the Pupil Premium are not a homogenous group. While some pupils require significant support to overcome barriers to learning, others attain in line with or above national expectations. Our strategy therefore seeks to remove barriers, provide targeted support where required, and enable every disadvantaged pupil to achieve their full potential.

As a school, we have a strong ethos of inclusion and belonging. There is a collective commitment from all staff to address educational disadvantage and ensure that every pupil has access to the opportunities, experiences and support they need to succeed. We believe that strong relationships, high expectations and effective teaching are fundamental to improving outcomes.

In line with the recommendations of the Education Endowment Foundation, our Pupil Premium strategy is built around a tiered approach:



(Tiered approach, EEF)

Teaching remains our highest priority and receives the greatest proportion of funding. Investment in professional development, instructional coaching, curriculum development and leadership capacity ensures that all pupils benefit from consistently strong classroom practice. We recognise that the quality of teaching has the greatest potential to improve outcomes and narrow attainment gaps over time.

Alongside this, we invest in targeted academic support and wider strategies that help pupils overcome barriers to learning. This includes work to improve attendance, strengthen behaviour and attitudes, support pupils' social and emotional development, engage families, and ensure that children are ready to access learning successfully.

A significant proportion of funding is also directed towards leadership capacity and implementation. School leaders play a key role in monitoring impact, supporting staff, maintaining high standards and ensuring that evidence-informed approaches are implemented consistently and effectively.

Finally, we recognise the EEF's recommendation that successful implementation requires focus. Rather than pursuing a large number of initiatives, we prioritise a small number of carefully selected approaches that are most likely to improve outcomes for our pupils. Through this disciplined and evidence-informed approach, we aim to secure sustained improvement and ensure that every child has the best possible chance of success.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils typically enter each key stage with lower baseline attainment in reading, writing, and maths compared to their peers—both within the academy and nationally. This gap is evident from EYFS through to KS2 and means many pupils require accelerated progress and targeted support to meet age-related expectations and access the full curriculum effectively.
2	Language difficulties and limited vocabulary are prevalent among our disadvantaged pupils. Assessments and observations from Reception to KS2 consistently show underdeveloped oral language skills and vocabulary gaps, which are more common in this group than their peers. These gaps can hinder reading comprehension, writing development, and overall access to the curriculum, impacting both academic progress and confidence in communication.
3	The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly social, emotional and mental health (SEMH) needs . 35% of our disadvantaged pupils are identified as having SEN compared to 21% of non-disadvantaged pupils. This disparity presents significant challenges for both academic progress and wellbeing. Pupils with SEMH needs often require highly individualised support, consistent routines, and specialist interventions. Without these, they may struggle with engagement, behaviour, and emotional regulation, which can impact their ability to access learning and thrive in the school environment.
4	Lower attendance among disadvantaged pupils is a persistent barrier to progress. These pupils are more likely to have higher rates of absence , including persistent absenteeism, which limits their access to consistent teaching and learning. Missed time in school affects academic attainment, disrupts continuity, and can lead to gaps in knowledge and skills. It also impacts social development and engagement, making it harder for pupils to build relationships and feel connected to the school community.
5	High levels of sustained and substantial Social Care involvement: Many of our disadvantaged pupils experience sustained and substantial involvement with Social Care, which often reflects complex family circumstances and safeguarding concerns. These pupils often face instability at home, emotional trauma, and inconsistent routines, all of which can significantly impact their ability to engage with learning. This level of involvement often requires close multi-agency collaboration and additional pastoral support within school. Pupils often struggle with concentration, attendance, and emotional regulation, and may need tailored interventions to help them feel safe, supported, and ready to learn.
6	Many disadvantaged pupils have limited access to wider life experiences and enrichment opportunities beyond school. This lack of cultural capital can affect their confidence, engagement with learning, and ability to make connections across the curriculum. It may also contribute to lower aspirations for the future, making it essential to provide meaningful opportunities that broaden horizons and raise ambition.
7	High pupil mobility presents a significant challenge. An increasing number of our disadvantaged pupils join or leave the school at various points throughout the academic year. Frequent school moves disrupt learning continuity and make it harder for pupils to build relationships and feel secure. This affects both academic progress and emotional wellbeing, requiring tailored support to help pupils settle quickly and thrive.

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
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	A sustained increase in the attendance of disadvantaged pupils by the of academic year 2027/28 demonstrated by: - The overall absence rate for all pupils being no more than 5% (slightly above provisional national average) and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent being below 15% (provisional national average) and the figure among disadvantaged pupils being no lower than their peers.
Sustained high attainment for disadvantaged pupils at the end of Reception.	Over the three-year period to 2027/28, EYFS profile outcomes continue to show that at least 70% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.5%)
Sustained high attainment in phonics for disadvantaged pupils at the end of Year 1	Over the three-year period to 2027/28, Y1 PSC outcomes continue to show that at least 80% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 68%).
Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes by 2027/28 show that more than 55% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged - 47%). In each individual subject (reading, writing and mathematics), at least 65% of disadvantaged pupils reach the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	By 2027/28, assessments and observations (including Wellcomm assessments) indicate significantly improved oral language among disadvantaged pupils . This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - quantitative improvement seen in Thrive data from the baseline in September 2025 - a fall in the rate of suspensions and permanent exclusions compared to over the previous strategy (2022/23, 2023/24 and 2024/25)

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 (for example, CPD, recruitment and retention)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an extensive CPD programme to continue to develop quality first teaching across the whole school. This to include: • StepLab subscription • 'The National College' on-demand CPD subscription • Early Reading – Full RWI training for new staff, and those new / returning to KS1. Ongoing RWI training from the 'portal' and the partner development days • Additional refresher CPD from CLPE for all staff • Training from the Maths Hub for identified individuals Cost - £20,000	The EEF Pupil premium guide states that improving quality first teaching should be the first priority. Additionally, in their book, "What Works?", Major & Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major & Higgins recommend a series of evidence-informed approaches that leaders should use to improve classroom teaching. To this end, we are continuing to allocate a significant CPD budget of £20,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching. Specific courses are also backed up by evidence e.g. for RWI phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months).	1, 2, 3
Provide release time for the Deputy Principal to allow him to provide support to teachers to improve the quality of teaching across school. Cost – £50,000 (Note: The Deputy Principal has 1.0FTE release time, with part dedicated to teaching support and the part dedicated to targeted academic support).	Building on the above evidence base, the Deputy Principal has specific time (0.6 of the teaching week respectively) to support teachers in 'Improving Classroom Teaching'. He uses evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning.	1, 2, 3
Provide daily release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school. Cost – £15,000	Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months). The Early Reading lead provides daily phonics training for all staff in line with the guidance in our SSP scheme (Read Write Inc). This ensures that we are following the scheme with fidelity (which is also an evidence-informed recommendation).	1, 2, 3

'Leader of Learning' TLR role to focus on the quality of teaching in KS2 in particular. Cost of TLR and weekly release time. Cost - £10,000	Building on the above evidence bases, the Leader of Learning has specific time (0.1 of the teaching week respectively) to support teachers in 'Improving Classroom Teaching', particularly at KS2 in the first instance. He uses evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning.	1, 2, 3
Provide the SENDCO with release time (equivalent to 0.4FTE) to provide support teachers with provision for SEND children in the classroom. Cost – £30,000 (Note: The SENDCO has 0.8FTE release time, with half dedicated to teaching support and the other half dedicated to targeted academic support – see next section).	The strategies and advice given by the SENDCO are based on the EEF report 'Special Educational Needs in Mainstream Schools', which can be found here. This includes strategies such the EEF 'five a day' principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching. 	1, 2, 3

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

Budgeted cost: £76,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for the Deputy Principal to allow him to provide support targeted academic support identified groups of mission critical learners in Year 6. Cost – £25,000 (Note: The Deputy Principal has 1.0FTE release time, with part dedicated to teaching support and the part dedicated to targeted academic support).	Building on the above evidence base, the Deputy Principal has specific time to allow him to provide support targeted academic support identified groups of mission critical learners in Year 6, focussing on English and mathematics.	1, 7
Provide release time 3 x teaching assistants on the afternoon to deliver targeted one-to-one reading tutoring using the Read Write Inc tutoring toolkit for children in Years 1, 2 and 3/4. Cost – £18,000	One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). We follow the EEF recommendations, particularly, “<i>for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</i>”. We use the structured programme Read Write Inc one-to-one tutoring, and our tutors have continual training in this approach (including from the English Hub).	1, 2, 3, 4, 7
Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2. Cost – £3,000	Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months). Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups. Reading Plus also offer case studies to support the efficacy of their intervention here.	1, 2, 3, 7
Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms at home as they can be accessed independently. Cost – £200	Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). Two of the EEF key findings are, “<i>Homework that is linked to classroom work tends to be more effective.</i>” and “<i>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</i>” To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically.	1, 2, 3

Provide a further 0.4 FTE release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications). Cost – £30,000	The EEF's SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND. In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom.	
--	---	--

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide an Education Welfare Officer (EWO) 0.5 FTE to focus on improving attendance and supporting parents with any other issues, including learning at home. Cost – £20,000 Linked to this, continue our partnership with Education5 to support the EWO with improving attendance and reducing persistent absenteeism. Cost – £2,000	Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level. The EWO also is the operational lead on attendance, following the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4, 5, 7
Engage with 'The Bungalow Partnership' to provide targeted therapy to disadvantaged children with social, emotional and mental health issues. Cost – £8,000	The EEF SEND evidence (EEF, 2020) review states <i>"There is strong evidence that interventions using behavioural approaches can be effective as inclusive responses to challenging behaviour in mainstream classes"</i>. We use therapy for children with challenging behaviour, where appropriate, but also for children who may have experienced trauma but do not yet show challenging behaviour, but could do so in the future if their needs are not met. Additionally, parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). The parent and child drop-in sessions are specifically designed to support parental engagement for families in crisis – our hardest to reach families.	3, 5
Continue to implement the Thrive approach to improve pupils' wellbeing. Subscription to Thrive Online for all classes, plus release time for Teaching Assistants to deliver Thrive.	Thrive point to numerous studies that highlight the efficacy if Thrive approach in improving pupils wellbeing. These can be seen here. The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.	3, 4, 5

Cost – £3,000 (Thrive subscription) plus £8,000 (Thrive Practitioner time)		
Implement the My Happy Mind curriculum to promote mental resilience. Cost – £4,000	The EEF cite ‘behaviour interventions’ as having a +4 month gain on pupil achievement. My Happy Mind also was reviewed (and backed) by the NHS. Impact Report - https://myhappymind.org/about/	3, 4, 5, 6
Provide access to residential trips and clubs for disadvantaged pupils by way of subsidy. Cost - £15,000	The EEF cite ‘arts participation’ as having a +3 month gain on pupil achievement. The Paul Hamlyn Foundation’s Learning Away project found that high-quality residential can have a lasting positive impact on disadvantaged pupils, improving engagement, confidence, relationships, and aspirations. These benefits were shown to persist for up to two or three terms after the experience. You can read more about the findings here .	6

Total budgeted cost: £261,200

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomesb

This details the impact that our pupil premium activity had on pupils during the last Pupil Premium strategy.

<u>Review of the strategy against the aims:</u>			
Intended outcome	Success criteria	Baseline position (end of 2024-25)	Strategy review position (end of 2025-26)
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	A sustained increase in the attendance of disadvantaged pupils by the of academic year 2027/28 demonstrated by: The overall absence rate for all pupils being no more than 5% (slightly above provisional national average) and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 15% (provisional national average) and the figure among disadvantaged pupils being no lower than their peers.	- Overall attendance was 93.6% (PP 92.8%, Non-PP 95.6%). - Persistent absence was 20.3% (PP 25.5%, Non-PP 9.7%).	- Overall attendance remained broadly stable at 93.0% (PP 92.6%). While overall attendance remains below the strategy ambition, the attendance gap between disadvantaged and non-disadvantaged pupils reduced slightly from 2.8 to 2.6 percentage points. - Persistent absence for disadvantaged pupils fell from 25.5% to 24.9%, indicating some early progress towards reducing disadvantage-related attendance barriers, although further improvement is required to meet the success criteria.
Sustained high attainment for disadvantaged pupils at the end of Reception.	Over the three-year period to 2027/28, EYFS profile outcomes continue to show that at least 70% of disadvantaged pupils achieve a GLD (latest national	80% of disadvantaged pupils achieved GLD.	In the mainstream school, 67% of disadvantaged pupils achieved a Good Level of Development. Although below the 2024-25 baseline, outcomes remain substantially above the national disadvantaged figure of 51.3%. The school is not yet on track to achieve the long-term ambition of maintaining attainment above 70%, but disadvantaged pupils continue to

	average for disadvantaged – 51.5%)		achieve outcomes that compare favourably to national averages.
Sustained high attainment in phonics for disadvantaged pupils at the end of Year 1	Over the three-year period to 2027/28, Y1 PSC outcomes continue to show that at least 80% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 68%).	• 88% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check.	• In the mainstream school, 100% of disadvantaged pupils met the expected standard. This exceeds both the baseline position and national disadvantaged outcomes. The review point demonstrates very strong progress and indicates that the school is securely on track to sustain phonics attainment above national disadvantaged averages over the duration of the strategy.
Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes by 2027/28 show that more than 55% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged - 47%). In each individual subject (reading, writing and mathematics), at least 65% of disadvantaged pupils reach the expected standard.	• KS2 disadvantaged attainment was: Reading 51%, Writing 62%, Maths 54%, and Combined RWM 48%.	• Whole-school disadvantaged outcomes in KS2 were mixed when compared with the baseline year. Reading reduced from 51% to 47%, Writing from 62% to 53% and Combined RWM from 48% to 44%, whilst Mathematics improved from 54% to 57%. Although these outcomes indicate that the success criteria have not yet been fully achieved at whole-school level, they should be viewed alongside the school's increasingly inclusive intake and specialist provision. • In the mainstream school, disadvantaged attainment improved significantly to 54% in Reading, 61% in Writing, 64% in Maths and 50% Combined RWM. Whilst the combined measure remains below the long-term success criterion of 55%, disadvantaged pupils made notable gains in Reading and Maths and sustained strong performance in Writing. • The school therefore considers itself to be making partial progress towards this intended outcome, whilst recognising that further improvement is required to secure consistently strong outcomes across all subjects and pupil groups.
Improved oral language skills and vocabulary among	By 2027/28, assessments and observations (including Wellcomm assessments) indicate significantly improved oral language	• Baseline evidence was established through assessment in-	• Monitoring evidence from the mainstream school indicates improved confidence, participation and use of subject-specific vocabulary among disadvantaged pupils. Learning walks, lesson observations and pupil discussions demonstrate increasingly

disadvantaged pupils.	among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	formation, pupil voice, learning walks and lesson observation.	effective classroom talk and language development. Whilst a quantifiable measure is not yet available, available evidence suggests the school is making positive progress towards this outcome.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • quantitative improvement seen in Thrive data from the baseline in September 2025 a fall in the rate of suspensions and permanent exclusions compared to over the previous strategy (2022/23, 2023/24 and 2024/25)	• Baseline established through attendance, behaviour, suspension/exclusion data, Thrive assessments and pupil voice.	• Evidence from behaviour monitoring, Thrive assessments and pupil voice indicates that disadvantaged pupils are increasingly able to engage successfully in school life. The school's inclusive approach and targeted SEMH support continue to contribute to positive outcomes for vulnerable pupils. Available evidence suggests the school is on a positive trajectory towards the long-term success criteria, although further evaluation over the remaining years of the strategy will be required.

Appendix 1 – Data summary 2024-25 (Baseline for three-year strategy)

		SCHOOL			NATIONAL		
		2024-25 ALL	2024-25 PP	2024-25 Non-PP	2024-25 ALL	2024-25 PP	2024-25 Non-PP
Attendance		93.6%	92.8%	95.6%	94.5%	91.8%	95.3%
Persistent Absence		20.3%	25.5%	9.7%	15.8%	29.8%	12.2%
EYFS GLD		77%	80%	70%	68.3%	51.3%	72.5%
Y1 PSC		90%	88%	92%	80%*	67%	84%
Y4 MTC		21.8	21.6	22.0	21.0	19.3	21.7
KS2*	CRWM	51%	46%	60%	61%	47%	69%
	Reading	57%	51%	67%	75%	63%	81%
	Writing	69%	62%	80%	72%	59%	78%
	Maths	57%	54%	67%	74%	61%	81%
	Pupil numbers	52	37 (69%)	15	-	-	-

Appendix 2 – Data summary 2025-26 (Review point for three-year strategy)

		SCHOOL			MAINSTREAM SCHOOL			NATIONAL		
		2025-26 ALL	2025-26 PP	2025-26 Non-PP	2025-26 ALL	2025-26 PP	2025-26 Non-PP	2025-26 ALL	2025-26 PP	2025-26 Non-PP
Attendance		93.0%	92.6%	95.2%	93.3%	92.7%	95.3%	94.7%	91.8%*	95.3%*
Persistent Absence		22.2%	24.9%	8.1%	20.4%	23.6%	7.9%	13.9%	29.8%*	12.2%*
EYFS GLD		57%	54%	67%	76%	67%	83%	68.3%*	51.3%*	72.5%*
Y1 PSC		90%	100%	71%	100%	100%	100%	80%*	67%*	84%*
Y4 MTC		21.7	21.4	22.5	21.7	21.4	22.5	21.0*	19.3*	21.7*
KS2	CRWM	53%	44%	88%	60%	50%	100%	63%	47%	69%
	Reading	55%	47%	88%	63%	54%	100%	75%	63%	81%
	Writing	60%	53%	88%	69%	61%	100%	73%	59%	78%
	Maths	63%	57%	88%	71%	64%	100%	75%	61%	81%
	Pupil numbers	40	32	8	35	28	7	-	-	-

From September 2025, Hardwick Green Primary Academy includes both a **Support Base** and a **Specialist Base** for pupils with significant and complex special educational needs and disabilities (SEND). These pupils have Education, Health and Care Plans (EHCPs) and require highly specialised provision that would not typically be available within a mainstream school.

As all pupils on roll are included within the Department for Education's published performance measures, our official KS2 outcomes include pupils from both the mainstream school and our specialist provisions.

To provide a clearer understanding of outcomes across the different cohorts we serve, we present our results in two ways:

Official published results – including all pupils on roll, as reported to the Department for Education.

Mainstream cohort results – excluding pupils in the Support Base and Specialist Base.

We believe this provides greater transparency and allows parents, carers and stakeholders to better understand the progress and attainment of the different groups of pupils within our school community.

*National figure for 2026 awaiting publication; 2025 figure used (September 2026)

Appendix 3 – Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Read Write Inc	Ruth Miskin
Read Write Inc Spelling	Ruth Miskin
Reading Plus	DreamBox Learning
Thrive Approach	Thrive
MyHappyMind	MyHappyMind