



Hardwick Green Primary Academy

Pupil Premium Strategy Statement 2025/26

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)	232
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Chris Story - Principal
Pupil premium lead	Chris Story - Principal
Governor / Trustee lead	Academy Improvement Committee

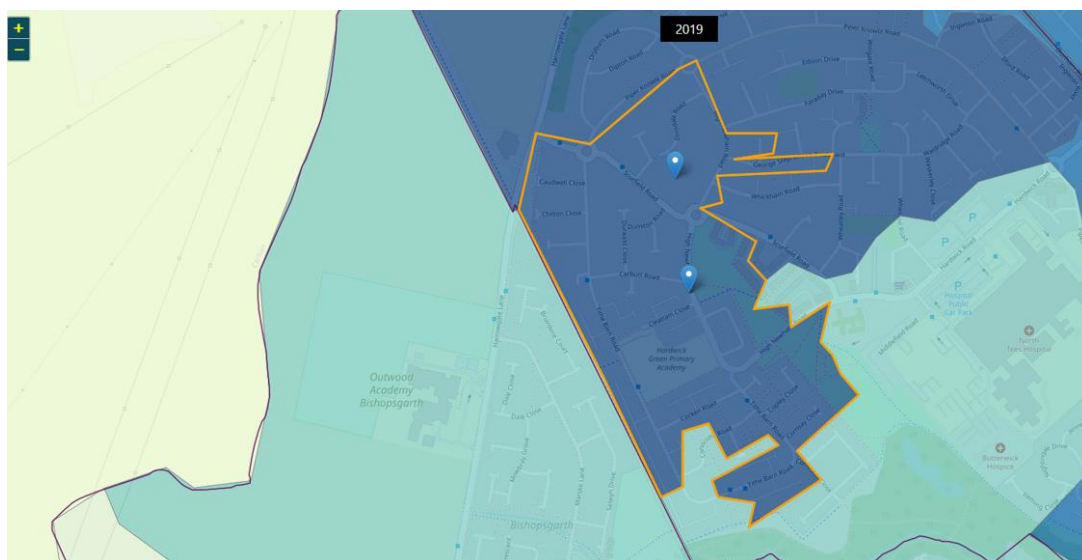
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,097.86
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£250,097.86
Total actual predicted expenditure	£276,200.00

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Green, 60% of pupils attract the pupil premium funding. This is compared to around 25% nationally. This means our school has a significantly above average proportion of Pupil Premium children. Rather than being a minority, as it is in most schools, it is actually the majority of our pupils who attract the Pupil Premium funding. Data from the Income Deprivation Affecting Children Index (IDACI) shows that the neighbourhood that the school serves is amongst the 5% most deprived neighbourhoods in the country.



(IDACI, 2019)

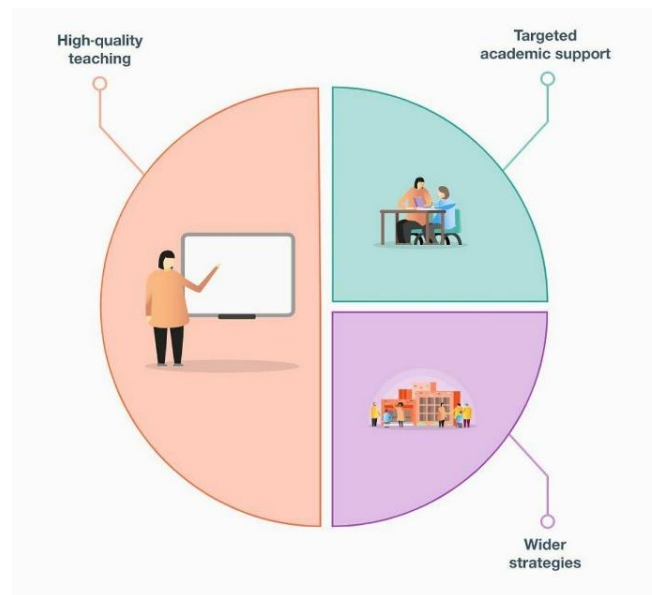
This significantly influences the strategy for spending the premium as rather than seeking to raise attainment of a small group, we are seeking to raise the attainment of the majority of the school population. The EEF state, “*many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups*” and we fully embrace this philosophy. Our spending of the Pupil Premium will raise attainment for ALL pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers. As the EEF state, “*Pupil Premium students are not a homogeneous group*”. This is especially pertinent in our school, where we have over 200 Pupil Premium children. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, however we have a mixture of middle and high attaining pupils who also attract the Pupil Premium. The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy.

As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and

recruitment and retention. This is reflected in the Pupil premium spending, where teaching is the highest costed tier.



(Tiered approach, EEF)

A significant part of that budget provides release time for our leadership team. Through increased leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our distributed leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

As a final principle, the EEF state, *"The challenge of implementation means that less is more"*. In line with this, we not have a huge number of actions in place; instead we focus on a smaller number of priorities to give them the best 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.	<p>A sustained increase in the attendance of disadvantaged pupils by the of academic year 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> 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.	<p>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%).</p> <p>In each individual subject (reading, writing and mathematics), at least 65% of disadvantaged pupils reach the expected standard.</p>
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.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> 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
<p>Provide an extensive CPD programme to continue to develop quality first teaching across the whole school.</p> <p>This to include:</p> <ul style="list-style-type: none"> • Voice 21 Oracy Project • '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 <p>Cost - £20,000</p>	<p>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.</p> <p>To this end, we are continuing to allocate a significant CPD budget of £10,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>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).</p>	1, 2, 3
<p>Provide release time for the Deputy Principal to allow him to provide support to teachers to improve the quality of teaching across school.</p> <p>Cost – £50,000</p> <p>((Note: The Deputy Principal has 1.0FTE release time, with part dedicated to teaching support and the part dedicated to targeted academic support).</p>	<p>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'.</p> <p>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.</p>	1, 2, 3
<p>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.</p> <p>Cost – £15,000</p>	<p>Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p> <p>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).</p>	1, 2, 3

<p>Creation of new 'Leader of Learning' TLR role to focus on the quality of teaching in KS2 in particular. Cost of TLR and weekly release time.</p> <p>Cost - £10,000</p>	<p>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.</p> <p>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.</p>	<p>1, 2, 3</p>
<p>Provide the SENDCo with release time (equivalent to 0.4FTE) to provide support teachers with provision for SEND children in the classroom.</p> <p>Cost – £30,000</p> <p>(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).</p>	<p>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.</p> <p>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.</p> 	<p>1, 2, 3</p>

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
<p>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.</p> <p>Cost – £25,000</p> <p>(Note: The Deputy Principal has 1.0FTE release time, with part dedicated to teaching support and the part dedicated to targeted academic support).</p>	<p>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.</p>	1, 7
<p>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.</p> <p>Cost – £18,000</p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>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).</p>	1, 2, 3, 4, 7
<p>Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2.</p> <p>Cost – £3,000</p>	<p>Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).</p> <p>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.</p> <p>Reading Plus also offer case studies to support the efficacy of their intervention here.</p>	1, 2, 3, 7
<p>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.</p> <p>Cost – £200</p>	<p>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>”</p> <p>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.</p>	1, 2, 3

<p>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).</p> <p>Cost – £30,000</p>	<p>The EEF's SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND.</p> <p>In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom.</p>	
--	---	--

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide a free breakfast club for all children in school through our partnership with Magic Breakfast.</p> <p>Cost – £15,000</p>	<p>Magic Breakfast was evaluated as an EEF project and showed gains of +2 months for a very low implementation cost.</p> <p>Magic Breakfast also point to data gained from their survey of schools that show the positive impact of a free breakfast club, including a reduction in behavioural incidents, and a positive impact on concentration and readiness.</p>	4, 5, 6, 7
<p>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.</p> <p>Cost – £20,000</p> <p>Linked to this, continue our partnership with Education5 to support the EWO with improving attendance and reducing persistent absenteeism.</p> <p>Cost – £2,000</p>	<p>Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>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.</p> <p>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.</p>	3, 4, 5, 7
<p>Engage with 'The Bungalow Partnership' to provide targeted therapy to disadvantaged children with social, emotional and mental health issues.</p> <p>Cost – £8,000</p>	<p>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>".</p> <p>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.</p> <p>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.</p>	3, 5

<p>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.</p> <p>Cost – £3,000 (Thrive subscription) plus £8,000 (Thrive Practitioner time)</p>	<p>Thrive point to numerous studies that highlight the efficacy of Thrive approach in improving pupils wellbeing. These can be seen here.</p> <p>The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.</p>	3, 4, 5
<p>Implement the My Happy Mind curriculum to promote mental resilience.</p> <p>Cost – £4,000</p>	<p>The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.</p> <p>My Happy Mind also was reviewed (and backed) by the NHS. Impact Report - https://myhappymind.org/about/</p>	3, 4, 5, 6
<p>Provide access to residential trips and clubs for disadvantaged pupils by way of subsidy.</p> <p>Cost - £15,000</p>	<p>The EEF cite 'arts participation' as having a +3 month gain on pupil achievement.</p> <p>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.</p>	6

Total budgeted cost: £276,200

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

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 2022-23 academic year)	End of strategy position (2024-25)
Improved attainment for disadvantaged pupils at the end of Reception.	<ul style="list-style-type: none"> EYFS profile outcomes in show that over 65% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.6%) 	<ul style="list-style-type: none"> 61% of disadvantaged children achieved a GLD in 22-23. Although a strong outcome, there is still a gap between their peers, as 80% of non-disadvantaged children achieved a GLD. 	<p>Significant improvement</p> <ul style="list-style-type: none"> 80% of disadvantaged children achieved a GLD in 24-25, compared to 70% of non-disadvantaged children. This is a very strong outcome, when compared to 51.5% of disadvantaged children achieving GLD nationally.
Improved attainment in the Y1 PSC for disadvantaged pupils.	<ul style="list-style-type: none"> Y1 PSC outcomes show that at least 80% of disadvantaged pupils pass the phonics screening check. 	<ul style="list-style-type: none"> 71% of disadvantaged children passed the Y1PSC, compared to 68% of disadvantaged pupils nationally. 	<p>Significant improvement</p> <ul style="list-style-type: none"> 88% of disadvantaged children passed the Y1PSC, compared to 68% of disadvantaged pupils nationally.
Improved attainment in reading, writing and maths at the end of KS2 for disadvantaged pupils.	<ul style="list-style-type: none"> KS2 maths attainment for disadvantaged pupils rises to national average (56%). KS2 reading attainment for disadvantaged pupils rises to national average (73%). KS2 writing attainment for disadvantaged pupils rises to national average (71%). 	<ul style="list-style-type: none"> KS2 maths EXS+ attainment for disadvantaged pupils in school was 46%. KS2 reading EXS+ attainment for disadvantaged pupils in school was 48%. KS2 writing EXS+ attainment for disadvantaged pupils in school was 65%. KS2 CRWM EXS+ for disadvantaged pupils in school was 33%. 	<p>Improvement in some areas</p> <ul style="list-style-type: none"> KS2 maths EXS+ attainment for disadvantaged pupils in school was 54% (up 8%). KS2 reading EXS+ attainment for disadvantaged pupils in school was 51% (up 3%) – but not a significant improvement. KS2 writing EXS+ attainment for disadvantaged pupils in school was 62%

	<ul style="list-style-type: none"> KS2 CRWM EXS+ for disadvantaged pupils rises to national average (44%). 		<p>(down 2%) – slight decline, although not significantly below national average</p> <ul style="list-style-type: none"> KS2 CRWM EXS+ for disadvantaged pupils in school was 46% (up 16%), above the national average at the start of the strategy but below the current figure of 47%. Gaps remain between the achievement of disadvantaged pupils and their peers, both nationally and in school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25, with pupil premium improving to nearer the national average at the time.	<ul style="list-style-type: none"> School PP attendance – 91.5% School PP PA – 30.8% 	<p>Improvement</p> <ul style="list-style-type: none"> School PP attendance – 92.8% School PP PA – 24.7% <p>Although improvement is rising faster than national is rising, these rates still currently sit below national average, and attendance must remain a focus of the next strategy.</p>

Appendix 1 – Unvalidated data summary 2024-25 (End of previous 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		93.7%	92.8%	95.6%	94.8%	89.4%**	94.6%**
Persistent Absence		20.2%	24.7%	9.7%	13.5%	33.0%**	13.4%**
EYFS GLD		77%	80%	70%	67.7%*	51.5%*	72.0%
Y1 PSC		90%	88%	92%	80%*	68%*	89%*
Y2 PSC		83%	72%	92%	89%	***	***
KS2*	CRWM	51%	46%	60%	61%	47%*	68%*
	Reading	57%	51%	67%	75%	64%*	80%*
	Writing	69%	62%	80%	72%	60%*	79%*
	Maths	57%	54%	67%	74%	61%*	81%*
	Pupil numbers	52	37 (69%)	15	-	-	-

*Previous years' data due to national data not being published yet (September 2025)

**All schools not just primary

*** Unavailable

Appendix 2 – Data summary 2022-23 (Start of previous strategy)

		SCHOOL			NATIONAL		
		2022-23 ALL	2022-23 PP	2022-23 Non-PP	2022-23 ALL	2022-23 PP	2022-23 Non-PP
Attendance		92.5%	91.5%	95.5%	94.1%	88.9%*	93.9%*
Persistent Absence		25.4%	30.8%	9.7%	16.2%	36.5%*	15.6%*
EYFS GLD		66%	61%	80%	67.2%	51.6%	71.5%
Y1 PSC		71%	71%	70%	79%	67%	83%
Y2 PSC		90%	93%	80%	***	***	***
KS1	Reading	56%	52%	70%	68%	62%	78%
	Writing	54%	52%	60%	60%	55%	73%
	Maths	64%	62%	70%	70%	62%	79%
KS2	CRWM	42%	33%	71%	59%	44%	66%
	Reading	53%	48%	71%	73%	60%	78%
	Writing	70%	65%	86%	71%	58%	77%
	Maths	55%	46%	86%	73%	59%	79%
	Pupil numbers	60	46 (77%)	14 (23%)	-	-	-

*Includes ALL pupils (i.e. state-funded primary, secondary and special schools)

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