

Hardwick Primary School Pupil Premium Strategy Statement – Year 2 of a 3 Year Plan 2024-2027

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data (updated 21/7/23)
School name	Hardwick Primary School
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	12/09/2024
Date on which it will be reviewed	Review 1: 25/07/2025 Review 2: 24/07/2026 Review 3: 23/07/2027
Statement authorised by	Rani Sandhu
Pupil premium lead	Jonathan Gallimore
Governor / Trustee lead	Clive Sayers

Funding overview

Detail	Amount
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding allocation 2024-2025	£437,340
Pupil premium funding allocation 2025-2026	£519,244

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, are equipped and enabled to become caring, critical and creative individuals who can contribute positively to their community and to society as a whole. We intend that all pupils are supported to make good progress and achieve their potential across all subject areas.

Our intentions are underpinned by our school values – CARE:

Caring ***where everyone cares about each other and our school;***

Achieving ***where everyone always does better than their previous best;***

Respectful ***where everyone remembers their manners and respects one another;***

Exciting ***where everyone enjoys learning and experiencing new challenges.***

The focus of our pupil premium strategy is to achieve these goals, with recognition of, and planned action to address, key challenges faced by our vulnerable pupils.

The provision of high-quality inclusive teaching is central to our Pupil Premium Strategy, as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst benefiting all pupils. This is particularly important given the widening of some attainment gaps, which had previously been closing or closed, following the COVID-19 pandemic. Through the employment of additional HLTAs, as part of our strategy, we aim to support and enhance classroom provision and provide targeted interventions, to enable our disadvantaged pupils to attain and achieve on a par with their non-disadvantaged peers.

Our school data, assessments and consultations demonstrate to us that our disadvantaged pupils experience barriers to achieving the above learning progress, particularly in the form of attendance and punctuality, vocabulary and oracy, wider life experiences and social, emotional and mental wellbeing. Our Pupil Premium Strategy therefore plans to address these barriers, to enable the subsequent progress and attainment of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1 - Achievement	Many of our children have gaps in their learning, arrive in school not at normal transition points and are generally well below age-related expectations when they start school. This has been exacerbated by the COVID-pandemic, with disadvantaged pupils often being disproportionately affected. Our data shows that, whilst some attainment gaps have continued to close, others have widened when compared to pre-pandemic end-of-year data. Therefore, our Pupil Premium Strategy will focus on ensuring all disadvantaged children receive consistently high-quality personalised teaching and learning that ensures they make accelerated progress.
2 - Communication	Our assessments and observations show that for many of our children, limited vocabulary, poor phonics and/or poor oracy skills are a barrier to their progress and attainment. This is particularly the case both for our pupils for whom English is not a first language and even more so for those new to English. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged pupils' vocabulary, reading and oracy skills to support their whole curriculum learning and development.
3 - Experiences	Our discussions and observations show that many children have limited access to wider life and extracurricular activities. This further limits their vocabulary, wider knowledge of the world and ability to attach their learning to prior experiences. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.
4 - Attendance	Attendance and punctuality are barriers for some of our most disadvantaged children. The attendance of pupil premium children is lower in all year groups than their non-pupil premium peers and below national averages. A higher percentage of pupil premium children are also persistent absentees when compared to their non-pupil premium peers, which impacts on their progress, attainment and wider wellbeing. In addition to lower attendance rates, the families of some of our most disadvantaged children struggle to provide uniform, equipment and to ensure that their children arrive at school ready to learn. Therefore, our strategies will provide mechanisms and support for children and families to ensure that children can arrive on time, with good attendance, ready to learn and feeling a part of their school community.
5 - Wellbeing	Many of our children enter school with social, emotional, physical and mental health needs, and require support with their mental health and wellbeing in order to be able to access and participate in learning. Therefore, our Pupil Premium Strategy will focus on improving the mental health and wellbeing of all children particularly disadvantaged children and families.

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 improve the attainment and progress of disadvantaged pupils by securing high quality inclusive teaching and learning across the school.	<ul style="list-style-type: none"> All disadvantaged pupils make good or accelerated progress in Communication, Language, Literacy and Mathematics and have achieved their school targets. Target 2026 FS2 GLD = 60% All disadvantaged pupils make good or accelerated progress in Reading, Writing and Maths and have achieved their school targets. Target 2026 Y6 RWM = 45% All negative attainment gaps between pupil premium and non-pupil premium children are closing year-on-year.
To improve the language and communication skills of disadvantaged pupils.	<ul style="list-style-type: none"> Make good or accelerated progress and have passed their Phonics Screening Test within two years of starting full time education. Improve their fluency in Reading and Writing to reduce cognitive load and improve their comprehension, communication and reasoning skills. Use their Oracy skills to communicate and develop their learning so that they can achieve age related expectations across the curriculum.
To ensure disadvantaged pupils access a wide range of extra-curricular opportunities which enrich their access to the curriculum and build cultural capital.	<ul style="list-style-type: none"> All disadvantaged children take part in at least two extracurricular activities and two visits per year. All disadvantaged children have achieved their Hardwick Fab 40 experiences for the time they have been in our school.
To achieve and sustain improved attendance for all disadvantaged pupils.	<ul style="list-style-type: none"> All disadvantaged pupils are showing good or improving attendance, closing the gap to national attendance averages and being in line or above national disadvantaged attendance averages. DfE ABIE Target 2025/26 = 92.8% The percentage of persistently absent disadvantaged pupils is decreasing so that it is in line or above the national disadvantaged average.
To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Pupils receiving support and nurture interventions are more confident and resilient so that they have improved attendance and make good or accelerated progress in their learning. Pupils are better engaged in lessons, after school clubs and other extracurricular activities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above. We have also outlined key anticipated costs of ongoing provisions as part of our 3-year plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £383 800

Activity	Evidence that supports this approach	Challenge addressed
<p>Senior leader targeted interventions.</p> <p>Employment of 8 HLTAs to support and ensure consistency of high quality inclusive teaching and learning and interventions across year groups.</p> <p>£342,500 (staffing)</p> <p>Feedback +6 months</p> <p>Small group tuition +4 months</p>	<p>OFSTED Research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments.</p> <p>There is also strong evidence of high impact of feedback which redirects or refocuses the learner's actions to achieve a goal, including that possible through additional HLTA support.</p> <p>EEF - Feedback</p> <p>Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF - Small group tuition</p>	1, 2, 3, 4
<p>Subscription (WalkThrus) and continuous teacher development to improve metacognition, teaching and learning.</p> <p>£1,750 (subscription and training)</p> <p>Metacognition +8 months</p>	<p>High quality inclusive teaching and metacognition. Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>EEF - Metacognition-and-self-regulation</p>	1, 2
<p>Purchase of laptops for all pupils to support access to online learning, interventions and resources.</p> <p>£36,000 (laptops and maintenance)</p>	<p>During the COVID pandemic we that most of our children and families did not have safe and reliable online access. A clear digital divide existed between disadvantaged families and those who were not. Providing reliable and safe access ensures our disadvantaged children are not placed at a disadvantage in an increasingly digital world.</p>	1, 3
<p>Purchase of Widgit Online software for production of visual resources, plus EAL add-on for translated resources.</p> <p>£750 (subscription)</p>	<p>Bell Foundation (2021) Effective Teaching of EAL – 'EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.'</p>	1, 2

Purchase of Learning Village for extra provision for NtE learners. £1,100 (subscription)	'Visuals provide context so that EAL learners can make sense of what is being taught in the curriculum. Visuals can be used with EAL learners at all stages of English language proficiency, at any age and across the curriculum.'	
Subscription (Voice 21) and continuous teacher development to improve oracy. £1,500 (subscription and training) Oral language interventions + 6 mnths	Oral language interventions are about making the most of spoken language and verbal interaction for learning. There is strong evidence of very high impact for oral language interventions, including targeted reading, extending pupils' vocabulary, structured questioning and dialogic activities. EEF - Oral language interventions	2

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge addressed
Purchase of phonics, reading and maths interventions (Little Wandle, Reading Plus and Mastering Number). £9,000 (subscription, resources and training) Phonics +5 months Reading comp strategies +7 months Small group tuition +4 months	Teaching phonics is more effective on average than other approaches to early reading. EEF - Phonics Reading comprehension strategies are high impact. Alongside phonics this is a crucial part of early reading instruction. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge. EEF - Reading-comprehension-strategies Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind. EEF - Small group tuition	1, 2
Purchase of diagnostic assessment materials for identification of learning gaps and barriers. £2,500 (subscription and resources) Feedback +6 months Small group tuition +4 months	Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF - Feedback EEF - Small group tuition	1, 2

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

Budgeted cost: £146,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Provision of free curricular visits and extra-curricular clubs for pupil premium children.</p> <p>£34,000 (entrance and transport for visits - including school minibus)</p> <p>£12,000 (staffing, resources and snacks for clubs)</p> <p>Arts participation +3 months</p>	<p>The Sutton Trust (2015) found that the role of schools as places of cultural and social as well as academic learning has become even more critical. They recommend that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. As we have found many of our children do not gain much/any cultural capital from home, it is essential we provide these experiences at school.</p> <p>There is evidence of positive impact of arts participation on both academic outcomes and wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>EEF - Arts participation</p>	1, 2, 3, 4, 5
<p>Provision of a free daily breakfast club to support attendance, punctuality and pupil wellbeing and readiness to learn.</p> <p>£20,000 (staffing, resources and food)</p> <p>Behaviour interventions +3 months</p>	<p>EEF Improving Behaviour in Schools research on breakfast clubs suggests that it can improve behaviour and outcomes for those that attend. Institute for Fiscal Studies and National Children's Bureau (2016) 'Magic Breakfast: evaluation report and executive summary.</p> <p>EEF - Behaviour interventions</p>	3, 4, 5
<p>Employment of an attendance officer and family support services to support good attendance and punctuality.</p> <p>£30,000 (staffing)</p> <p>Behaviour interventions +3 months</p>	<p>Good pupil attendance and punctuality ensures children do not miss learning and extenuate gaps in their learning.</p> <p>Good attendance also helps children maintain good social relationships supporting resilience and strong mental health.</p> <p>EEF - Behaviour interventions</p>	4, 5
<p>Provision of free uniform and bookbags for pupil premium children.</p> <p>£5,000 (uniform)</p> <p>Behaviour interventions +3 months</p>	<p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore offering quicker access to support is increasing the protective factors of our vulnerable children and families.</p> <p>The EEF's guide to Behaviour (2021) recognises the value of understanding pupil context and the factors that may influence pupils' behaviour and engagement in learning.</p> <p>EEF - Behaviour interventions</p>	4, 5
<p>Provision of targeted year group nurture and mentor support to support social,</p>	<p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health</p>	5

<p>emotional and mental health needs.</p> <p>£45,000 (staffing and resources)</p> <p>Social emotional learning +3 months</p>	<p>in schools. Therefore offering quicker access to support is increasing the protective factors of our vulnerable children and families.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more affluent peers, which is likely to influence their mental health and academic attainment. Social and emotional learning interventions that are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotionally regulate, both of which may subsequently increase academic attainment.</p> <p>EEF - Social and emotional learning</p>	
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Total budgeted cost: £541,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Context

- Disadvantaged numbers continue to rise.
- The percentage of children receiving pupil premium is now 65% compared to 58% in 2024 and 30% in 2019.
- The percentage of SEND pupils is now 22.4% compared to 13.6% in 2024.

Challenge 1 - Achievement

To improve the attainment and progress of disadvantaged pupils by securing high quality inclusive teaching and learning across the school so that:

- All disadvantaged pupils make good or accelerated progress in Communication, Language, Literacy and Mathematics and have achieved their school targets.
- All disadvantaged pupils make good or accelerated progress in Reading, Writing and Maths and have achieved their school targets.
- All negative attainment gaps between pupil premium and non-pupil premium children are closing year-on-year.

Impact

Good Level of Development outcomes 2025:

☒ Good progress ☐ Average progress ☐ Minimal progress

- The percentage of children achieving a Good Level of Development by the end of FS2 has increased every year for the past three years.
- School exceeded its target for a Good Level of Development (Target 55 % Result 57%) by the end of FS2.
- GLD outcomes for disadvantaged pupils are above those for non-disadvantaged pupils in school and above those for national disadvantaged pupils.

Phonics Screening Check outcomes 2025:

☒ Good progress ☐ Average progress ☐ Minimal progress

- The percentage of children achieving the Phonics Screening Check in Year 1 has increased every year for the past three years.
- School met its target for the Phonics Screening Check (Target 75 % Result 75%) in Year 1.
- Phonics outcomes for disadvantaged pupils are above those for national disadvantaged pupils.

Multiplication Tables Check outcomes 2025:

☒ Good progress ☐ Average progress ☐ Minimal progress

- The percentage of children achieving the Multiplication Tables Check in Year 4 has doubled compared to last year.
- School met its target for the Multiplication Tables Check (Target 25 % Result 34%) in Year 4.
- Multiplication Tables Check outcomes for disadvantaged pupils are above those for national disadvantaged pupils.

KS2 outcomes 2025:

☐ Good progress ☐ Average progress ☒ Minimal progress

- School met its target for Reading (Target 49% Result 54%) and Writing (Target 48% Result 57%) by the end of KS2.

- School did not meet its target for Maths (Target 49% Result 44%) and RWM combined (Target 47% Result 39%) by the end of KS2.
- Reading, Writing and Maths outcomes for disadvantaged pupils have improved compared to outcomes in 2023. However, they are below those for non-disadvantaged pupils in school and below those for national disadvantaged pupils.⁴

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	56.7	59.4	53.6	67.7% (2024)	51.5% (2024)	72.0% (2024)
KS1 Phonics Screening Check	75	73.2	78.9	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	19.8	18.4	22.8	21 (2025)	19.3 (2025)	21.7 (2025)
Year 4 MTC Scored 25 Marks	34.4	32.3	39.3	37% (2025)	27% (2025)	41% (2025)
KS2 SATS Combined RWM Measure EXS	39.3	38.7	40.7	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	54.4	49.2	66.7	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	56.7	52.4	66.7	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	43.8	40.3	51.9	74% (2025)	61% (2025)	80% (2025)

Challenge 2 - Communication

To improve the language and communication skills of disadvantaged pupils so that:

- Make good or accelerated progress and have passed their Phonics Screening Test within two years of starting full time education.
- Improve their fluency in Reading and Writing to reduce cognitive load and improve their comprehension, communication and reasoning skills.
- Use their Oracy skills to communicate and develop their learning so that they can achieve age related expectations across the curriculum.

Impact

Good Level of Development outcomes 2025:

☒ Good progress ☐ Average progress ☐ Minimal progress

- The percentage of children achieving a Good Level of Development by the end of FS2 has increased every year for the past three years.

- GLD outcomes for disadvantaged pupils are above those for non-disadvantaged pupils in school.

Phonics Screening Check outcomes 2025:

☒ Good progress ☐ Average progress ☐ Minimal progress

- The percentage of children achieving the Phonics Screening Check in Year 1 has increased every year for the past three years.
- Phonics outcomes for disadvantaged pupils are above those for national disadvantaged pupils.

KS2 outcomes 2025:

☐ Good progress ☒ Average progress ☐ Minimal progress

- Reading and Writing outcomes for disadvantaged pupils have improved compared to outcomes in 2023. However, they are below those for non-disadvantaged pupils in school and below those for national disadvantaged pupils.
- Hardwick has been accredited as a Voice 21 Centre of Excellence, and we hold termly Open Days to share our provision and practice.
- Assessments and observations 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.
- Outcomes across the curriculum have improved over the past three years.

Challenge 3

To ensure disadvantaged pupils access a wide range of extra-curricular opportunities which enrich their access to the curriculum and build cultural capital so that:

- All disadvantaged children take part in at least two extracurricular activities and two visits per year.
- All disadvantaged children have achieved their Hardwick Fab 40 experiences for the time they have been in our school.

Impact

☒ Good progress ☐ Average progress ☐ Minimal progress

- All year groups have completed at least three visits over the course of the academic year.
- A significantly expanded offer of enrichment clubs has continued this year, with teachers and teaching assistants delivering blocks of after-school tuition and enrichment clubs.
- Including tuition groups, 71% of disadvantaged pupils attended at least one extra-curricular activity, with 43% attending at least two and 17% attending three or more.

Challenge 4

To achieve and sustain improved attendance for all disadvantaged pupils so that:

- All disadvantaged pupils are showing good or improving attendance, closing the gap to national attendance averages and being in line or above national disadvantaged attendance averages.
- The percentage of persistently absent disadvantaged pupils is decreasing so that it is in line or above the national disadvantaged average.

Impact

☒ Good progress ☐ Average progress ☐ Minimal progress

- Attendance outcomes for disadvantage pupils have improved every year for the past three years. Increasing attendance from 91.1% to 92.8% and reducing persistent absence from 34.4% to 23.2%.
- Attendance outcomes for disadvantaged pupils are above those for national disadvantaged pupils.
- Persistent absence for disadvantaged pupil is close to national disadvantaged pupils.

Attendance	School (All Pupils)	School (Disadvantaged)	School (SEND)	National (All Pupils)	National (Disadvantaged)	National (SEND)
Attendance						
2024/25	93.3%	92.8%	91.2%	94.9%	92.6%	92.5%
2023/24	92.8%	91.2%	90.7%	94.5%	92.0%	92.1%
2022/23	91.6%	91.1%	90.2%	94.1%	91.6%	91.9%
Persistent Absence						
2024/25	23.2%	27.2%	35.0%	14.3%	24.4%	22.6%
2023/24	26.2%	35.4%	40.0%	14.6%	27.1%	24.2%
2022/23	34.4%	36.7%	39.1%	16.2%	29.3%	25.7%

Challenge 5

To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils so that:

- Pupils receiving support and nurture interventions are more confident and resilient so that they have improved attendance and make good or accelerated progress in their learning.
- Pupils are better engaged in lessons, after school clubs and other extracurricular activities.

Impact

☒ Good progress ☐ Average progress ☐ Minimal progress

- On average more than 80 children attend breakfast club every day.
- Attendance outcomes for disadvantaged pupils have improved every year for the past three years.
- An extended mental health and wellbeing offer has been continued this year. More than 100 different children have accessed at least one intervention session to support their SEMH needs, with many accessing multiple provisions based on their individual needs.
- Of those accessing provision more than 75% are disadvantaged pupils.
- Class teachers report an increase in the engagement and confidence of these pupils both within the classroom and extra-curricular provision.

Externally provided programmes

Programme	Provider
N/A for 2022/23	