

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
School name	Hedworthfield Primary school
Number of pupils in school	230 including nursery 212 excluding nursery
Proportion (%) of pupil premium eligible pupils	57% 133/230 including nursery 58% 124/212 excluding nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Watson
Pupil premium lead	Mrs Riches
Governor / Trustee lead	Mr Hamilton

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£143, 925
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,925

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly. Our aim is to be inclusive and holistic in ensuring that our Pupil Premium students have the same opportunities and learning experiences as their peers. Tackling disadvantage at Hedworthfield is not only about supporting lower attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups.

Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours for Y6 pupils).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values of Respect, Responsibility, Resilience and Engagement and there are "no excuses" made for underperformance. Staff use the school values to support pupils to develop a growth mind-set towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

Challenge number	Detail of challenge
1	The impact of COVID 19 is still evident for some pupils and as a result the academic attainment across school shows that they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, maths and phonics.
2	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	Pupils enter school with poor oral language skills and communication skills which are

	significantly low on baseline. Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is exceptionally lower than expected on entry. In addition to this, resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)
4	Social and emotional experiences in home life impact significantly on family input into the education and well being of some pupils. The 'wider family' is also requiring support from school staff, in particular around parenting and housing.
5	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.
6	School have a Language Unit (LU) where pupils, who have a speech and language delay, are unlikely to achieve ARE. LU data is reported as part of school data and therefore affects the overall attainment of the school performance. In addition to this, School has a THRIVE unit with pupils from across the local authority assessing bespoke specialist provision. This small unit provision consists of 15 pupils, all of whom have a diagnosis of ASD. The children, who are currently Key Stage one age, have significant complex needs and all have EHCPs. Thrive data is reported as part of school data and therefore affects the overall attainment of the school performance.
7	Limited experiences and opportunities outside of the family home as a direct result of low income result in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment. Resources and educational based activities are limited in the home setting and local community for some pupils (culture capital expansion)

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 ensure that the cohort attainment gap between disadvantaged and non disadvantaged pupils closes by the end of KS 2 (excluding EHCP).	<p>Gap in reading: Cohort specific ARE/GD gap decreases by the end of the year.</p> <p>Gap in writing: Cohort specific ARE/GD gap decreases by the end of the year.</p> <p>Gap in maths: Cohort specific ARE/GD gap decreases by the end of the year.</p>
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.	To ensure attainment is inline between PP and non PP PSC results (excluding EHCP)
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group	Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure 'wow' trips and four themed school environment experiences for 100% of pupils to increase learning and vocabulary development .

	(Farm School, Beach School, Industry school, Forest School).
Diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points. Build on and develop parental engagement , stay and Play and Family Learning (+4 mths EEF).
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Children will be identified based upon SEMH needs and possible external agencies support eg Early Help Plans 100% of Healthy Minds referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (AHT) e.g. Yoga, Mindfulness, Friends etc.
To ensure attendance for disadvantaged children is inline with others.	To maintain disadvantaged pupils attendance to be inline with non disadvantaged

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

Budgeted cost £37020

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide quality CPD through The National College and RWI CPD.	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.	1,2,3,4
To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.	Good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b). Evidence from the EEF suggests that a curriculum embedded consistently	1,2,3,4
Embed the practice that all staff are trained in, and use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.	EEF Guide to supporting school planning: a tiered approach to 2021. Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)	2,4

Targeted academic support

Budgeted cost £87698

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1:1 tutoring in school with a TA or teacher to work with identified children.</p>	<p>NFER Report shows a 16% increase in outcomes when one to one tuition.</p> <p>1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i></p>	<p>2</p>
<p>Small group tuition target must move pupils identified which is monitored through personalised learning tracking</p>	<p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).</p>	<p>2, 6</p>
<p>Phonics and reading based family learning sessions .</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. (EEF Parental Engagement)</p>	<p>1,4,6</p>
<p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics.</p> <p>RWI Lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress.</p> <p>To be addressed through additional small group targeted support, provided by the class teacher.</p>	<p>Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018).</p> <p>Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018)</p> <p>Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by DHT, KS Lead and class teacher.</p>	<p>2</p>
<p>Speech and language therapists (Metis Therapy) provide targeted support to pupils with a priority on disadvantaged pupils.</p> <p>1:1 target personalised sessions linked to Launchpad for Literacy assessments.</p> <p>1 session per week for 1:1 /small group intervention - Cohort dependent speech and language delivery booster sessions across EYFS. This may be individual support or as part of a small group session depending on the need of the individual - Little Orchard Children, iCAN Talk Boost and individual targets as prescribed by Metis Therapy (private speech and language support within school).</p> <p>Little Orchard Children to focus on targeting</p>	<p>Research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF) .</p> <p>Language is the medium through which all other learning occurs. Language rich education settings are vital for the development of speech, language and communication skills. (Lively Project 2022).</p> <p>The Early Talk Boost programme aims to accelerate children’s progress in communication and language by an average of 6 months, after a nine week intervention’ (ICAN).</p> <p>Specific interventions such as ‘Nuffield Early Language Intervention’ (+ve 4 month impact). Lively Project with North Tyneside NHS.</p> <p><u>Launchpad for Literacy</u>- promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.</p>	<p>1,4, 6</p>

prelinguistic skills , METIS to focus on bespoke targets individual to the unique child and the ICAN Early Talk Boost targets impoverished language.		
ARB PP students engage in monthly life skill sessions to practise speech and communication within the local community.	Speech, language and communication underpin cognitive, emotional and social development and are crucial skills for learning and life. It is generally assumed that most development of speech and language happens in the early years. However development continues for all children and young people throughout school, adolescence and into adulthood. Certain aspects of language develop during the older years: complex verbal reasoning, understanding and using figurative language, telling more involved stories and using increasingly sophisticated social communication skills. Socially, interactions become more complex and sophisticated as pupils mature and opportunities to practise speaking skills are paramount (ICAN 2011)	6

Wider strategies

Budgeted cost: £19207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities (cultural capital) across all key stages to ensure wow trips and four themed school environment experiences to increase learning and vocabulary development . (Farm school, beach school, factory school, forest school)	<p>The term 'cultural capital', is defined as: "the essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success.</p> <p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.(EEF)</p>	3, 4, 7
Universal breakfast club to be offered daily	Running free of charge, the universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	7
Target family learning - Each year group to provide family learning opportunities to empower parents with the skills and confidence to	A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been	3,4

support their child's learning and development.	taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	
Attendance team to monitor and support Pupil premium families to s to improve attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	5
Specific social and emotional support for identified disadvantaged individuals and their families post lockdown (Personal fund)	Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	1, 4, 7
To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcel,	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education ¹⁸ . Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	5, 6, 7

Total budgeted cost: £143,925

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 2023 to 2024 academic year.

Hedworthfield has a significantly high level of pupil premium pupils with almost 55% of pupils of the school roll being pupil premium. During the academic year 2024-25 the percentage of Pupil Premium Pupils who are also registered with additional SEND needs rose, directing impact on outcomes. Whole school gaps have been analysed in reading, writing and maths. The data has been used to develop this academic year's Pupil Premium School Improvement Plan which has clearly measurable targets. In some individual cohorts the gap widened slightly especially where the % of PP in that class is higher, or where children were double disadvantaged. Each class has varying % of pupil premium pupils making the data look distorted in some year groups. This is addressed by analysis of data and identifying individual target children in each cohort as 'must moves'. These target children form the basis of performance management targets.

End of Key of Key Stage Two

- **Reading** Attainment at ARE was inline with non pupil premium pupils. The gap widened only slightly at greater depth. Attainment at ARE increased slightly compared to previous year demonstrating an upward trend.
- Within **writing** the gap between non PP and PP widened. This was a direct result of the double disadvantaged. The gap closed when pupils with EHCP were removed from the data. Writing and GPS remains a strong focus of the SDP.
- **Maths** Outcomes within maths were better with 73% of the cohort achieving ARE. Greater depth will continue to be a focus of the SDP in all areas across all pupil groups next year despite the Year 6 PP working marginally inline with non PP.

End of Key Stage One

- Pupil Premium remains a concern and is very low however this is strongly linked to double disadvantaged. Those /PP pupils have been identified previously as SEND have been reviewed by the SENDc and interventions for the academic year 2025-26 have been planned in the hope they make the expected progress. Those pupils who do not will be added to the SEND register increasing the double disadvantaged to over 60% It is important to look closely at PP as the pupil percentages can make the data variable

Early Years Data

- With Thrive the outcomes at the end of the EYFS period for PP pupils were very positive with 53% achieving GLOD. (No Thrive) Those pupils who did not gain GLOD are on the SEND register. The 2025 cohort included 12 pupils in the Early Years SEND unit (Thrive) alongside pupils in mainstream with complete needs. This cohort data therefore does not provide an accurate reflection on the attainment of the cohort.

Phonics Screening Check

- 75 % of Pupil Premium Pupils passed the PSC. This was inline with last year's attainment.
- This percentage does not include the THRIVE reception who did not sit the test due to their level of communication. (most are non verbal)

Parental engagement

- Parental engagement was high for family learning workshops, stay and play and through class dojo. This allowed staff to share with parents creative ways in which to support their child's development at home. The attendance of family learning was particularly strong in Early Years and Key Stage One which is where the EEF states has the most impact.

100% of PP pupils have received tailored intervention programmes .

- Bespoke tuition programmes delivered across Key Stage One and Key Stage Two included maths and English to address gaps in learning and phonics intervention. Children have made good or better progress and gaps in knowledge were addressed through effective and robust systems that are well embedded across school and high quality teaching.

Wider Strategies

- As part of our enriched curriculum, 100% of pupils in Early Years and Years 1-5 have engaged in either forest, farm or beach school. Year 6 pupils attended Factory School in partnership with Nissan.
- Additional enrichment opportunities such as after school clubs were not as well attended as in previous

year's however PP did access additional sports activities this year and more bespoke sports were offered as part of the curriculum such as wrestling, curling and darts.

- Breakfast club attendance for PP pupils was very high. Around 48% of pp pupils are accessing the breakfast club.
- The number of families requesting support directly from school for food parcels and fuel vouchers increased slightly then previous years.
- Attendance for the academic year for disadvantaged was 92.95% compared to 95.58% non PP pupils. Targeted interventions, in partnership with the local authority attendance team, are having a positive impact on persistent absentees in particular. Attendance was, and will remain, a focus of performance management and SDP.

Exit 2025 Whole School Summary

Key Stage 2 Reading

	PP 2023	PP 2024	PP 2025	Non PP 23	Non PP 24	Non PP 25	Gap 23	Gap 24	Gap 25
ARE	65%	75%	64%	67%	75%	82%	-2%	0%	-18%
GD	18%	38%	27%	33%	42%	16%	-15%	-4%	+11%

Writing

	PP 2023	PP 2024	PP 2025	Non PP 23	Non PP 2024	Non PP 2025	Gap 23	Gap 24	Gap 25
ARE	87%	75%	64%	73%	75%	94%	+14	0%	-21%
GD	18%	38%	9%	29%	25%	21%	-11%	8%	-12%

Maths

	PP 2023	PP 2024	PP 2025	Non PP 23	Non PP 2024	Non PP 2025	Gap 23	Gap 24	Gap 25
ARE	41%	81%	73%	66%	75%	87%	-25%	6%	-21%
GD	6%	19%	27%	14%	17%	32%	-8%	2%	-5%

End of EYFS The 2025 cohort included 12 pupils in the Early Years SEND unit (Thrive) alongside pupils in mainstream with complete needs. In the cohort there were 17 pupils that were pupil premium and 14 without Thrive.

	PP Expecte d 23	PP Expecte d 24	PP Expecte d 25	Non PP Expecte d 23	Non PP Expecte d 24	Non PP Expecte d 25	Gap 23	Gap 24	Gap 25
Reading	33%	63%	26% (no Thrive)	79%	78%	81% (No Thrive)	-46%	-15%	-55% No thrive
Writing	33%	63%	20% (No Thrive)	79%	72%	54% (No Thrive)	-46%	-9%	--34% (No Thrive)
Maths	33%	63%	46% (No Thrive)	79%	78%	63% (No Thrive)	-46%	-15%	-37% No Thrive)
GLD	33%	67%	47%	71%	60%	45%	-38%	7%	-2%

			(FULL) No Thrive 53%			(FULL) No Thrive 82%			(FULL) No Thrive -29%
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Externally provided programmes

Programme	Provider
Lexia	Core 5 Lexia Learning Systems LLC
IXL	IXL Learning
Reading Plus	Reading Plus LLC
Speech and Language therapy	Metis
Occupational Therapy	Treetops

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group interventions and Lexia reading programme for use at home and in school. 1:3 tuition sessions for reading, writing, spag and maths.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils reached ARE at the end of 2024/25

