

Pupil premium strategy statement – Hatfeild Primary School



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	16.7 (58)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	31 st December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Anita Saville
Pupil premium lead	Jack Canning
Governor / Trustee lead	Martin Chitty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840 (58x1480)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,840

Part A: Pupil premium strategy plan

Statement of intent

At Hatfeild we have high aspirations and ambitions for all of our children and we believe that no child should be left behind.

We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential, preparing them all for strong futures.

Our key objective to using the pupil premium grant is to ensure that all pupils, regardless of background or circumstances, receive the support and opportunities they need to thrive academically, socially, and personally. The Pupil Premium funding is a vital resource to help us achieve this goal and we are committed to using it effectively to close the achievement gap, improve outcomes for disadvantaged pupils including their overall life experiences and ensure sustained progress for those disadvantaged pupils who are already high attainers.

Our approach to the use of Pupil Premium funding is based on a clear understanding of the needs of our disadvantaged pupils. We recognise that while many factors influence a child's learning journey, we must be proactive in providing targeted interventions and support for those who face additional challenges, such as low household income, limited access to educational resources, or external factors that affect their well-being. We aim to use the funding to develop the whole child; Academically, supporting their mental well being and ensuring that the children have access to the cultural capital to provide meaningful life experiences that match those of their peers.

Challenges

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

Challenge number	Detail of challenge
1 Under developed oral language skills and gaps in Curriculum Knowledge	<ul style="list-style-type: none">● Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers whether or not the family speaks English at home.● Greater difficulty with phonics in comparison to non-disadvantaged pupils. This negatively impacts their development as readers.● Assessments indicate that reading and writing attainment among our disadvantaged pupils is below that of non-disadvantaged pupils.● Our assessments and observations suggest that a substantial number of Pupil Premium children have additional vulnerabilities such as Special Educational Needs and/or English as an Additional Language and therefore require additional interventions.● Some of our families from disadvantaged backgrounds have difficulty with supporting their children with their home learning due to their own gaps in curriculum knowledge.
2 Access to wider life experiences	<ul style="list-style-type: none">● Some of our disadvantaged pupils have less access to books, stories, conversations, games and toys at home and have limited exposure to activities or outings.● Some of our children from disadvantaged backgrounds lack the opportunities for wider experiences causing a lack in cultural capital in comparison to their non-disadvantaged peers.
3 Social and emotional wellbeing	<ul style="list-style-type: none">● A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem.● Our observations and links to families suggest that there are issues which can have an adverse impact on sleep quality, punctuality, attendance and home learning of our disadvantaged pupils.
4 Attendance	<ul style="list-style-type: none">● Some of our children from disadvantaged backgrounds often have below 96% attendance.● Parent engagement from some Pupil Premium families is often low and families can have low involvement in their child's school life.

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.

<p>Improved, rapid Progress outcomes for disadvantaged pupils in Reading (including Early Reading)</p>	<ul style="list-style-type: none"> ● Striving for accelerated and/or expected progress for 100%+ PP children in reading. ● To ensure the teaching of reading is at a consistently high standard across the school to enable pupils eligible for Pupil Premium to make expected progress in reading so that the gap in attainment is diminished. ● Reading outcomes for all PP children improves so that the majority of disadvantaged pupils achieve in line with national 'AT' expected progress. ● % gap achieving higher standard diminishes. ● Greater % of disadvantaged pupils achieving greater depth in reading at the end of KS1 and 2.
<p>Improved, rapid Progress outcomes for disadvantaged pupils in Writing</p>	<ul style="list-style-type: none"> ● Improved writing outcomes for all pupils across the whole school. ● Striving for 100%+ PP children making expected or better progress in writing. ● Greater % of disadvantaged pupils achieving greater depth in writing. ● Improved spelling across KS2
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<p>Improved, rapid Progress outcomes for disadvantaged pupils in Mathematics</p>	<ul style="list-style-type: none"> ● Improved mathematics outcomes for all pupils across the whole school. ● Striving for 100%+ PP children making expected or better progress in mathematics. ● Greater % of disadvantaged pupils achieve greater depth in mathematics.
<p>Improved, rapid Progress outcomes for disadvantaged pupils in Phonics</p>	<ul style="list-style-type: none"> ● 90%+ Year 2 pupils achieving the Phonics Check ● Year 1 Phonics Check in June 2025, in-line or above national data.
<p>Rapid progress of disadvantaged pupils entering school with low levels of communication, speaking and listening in the EYFS.</p>	<ul style="list-style-type: none"> ● Increased % of pupils achieving GLD –in-line or above local and national. ● Increased % of pupils make expected or better progress in Listening and Attention, Speaking, Understanding.
<p>Equality of opportunities for all.</p>	<ul style="list-style-type: none"> ● All disadvantaged children to have the opportunity to experience residential visits in their time at Hatfeild Primary School.
<p>Increased engagement of parents / carers of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Parents become more confident when supporting their own children's learning at home. ● Increased percentage at parents attending the workshops. ● Increased percentage attendance at Parent evenings.
<p>Increased engagement from the disadvantaged group of pupils.</p>	<ul style="list-style-type: none"> ● Children ready for learning. ● Improved cultural capital – readiness for life. ● Improved attendance and punctuality from the PPG pupil group, in line with whole school % attendance of 96%+.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38, 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced staff including Assistant Head specifically allocated to teach in Key Stage 2 Year 4+ due to the large amount of Pupil Premium families.</p>	<p>School register of PP.</p> <p>Closing The Gap With Quality First Teaching - HWRK Magazine</p>	<p>1</p>
<p>Continue the roll out of RWI across all of Key Stage 1/EYFS Using the teaching of SSP and to train KS2 staff to support readers who still require decoding knowledge</p> <p>Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme , RWI to secure stronger phonics teaching for all pupils including those in the ARP and in Key stage 2 who need to catch up.</p>	<p><i>The EEF highlights the impact of quality teaching of phonics</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Teachers to identify Identifying pupils and tracking pupils with more than one indicator</p> <p>Pupils from disadvantaged/PP families to be assessed by an Educational Psychologist/ (EP) or the Learning Behaviour and Language service (LBL) in order for the school or progress with an EHCP application if required through careful monitoring.</p> <p>Senco to be given additional release time to ensure any assessments are passed through in quick time to best support the learners.</p>	<p><i>Article outlining the increasing gaps growing between SEND and PP pupils.</i></p> <p>https://www.sec-ed.co.uk/content/best-practice/send-pupil-premium-parents/</p>	<p>1, 3</p>
<p>OAG training delivered to all staff in order to create impactful teaching and learning for all pupil groups.</p> <p>Staff to have clear SEN support plans in place to support needs using the OAG</p> <p>All pupil groups to be listed on planning and how support will be put in place to further their understanding.</p>	<p><i>LA has introduced OAG training across all schools as it recognises the impact of this approach and how it has been raising standards of attainment and progress for pupil groups.</i></p> <p><i>EEF Guide to Pupil Premium EEF Guide to supporting School Planning: A Tiered Approach 2020-21 'School plans that address high-quality teaching, targeted academic support,</i></p>	<p>1</p>

	<p><i>and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.'</i></p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching'.</p>	
<p>To roll out the Jane Considine spelling program to KS2</p> <p>Costs linked to training of whole staff.</p> <ul style="list-style-type: none"> · Cost of support texts for effective implementation. · Courses to improve teaching quality. 	<p><i>Jane Considine spelling is a scheme that has been effectively embedded at Joseph Hood Primary School and following our successful federation has been carried over to Hatfeild school.</i></p>	1

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

Budgeted cost: £ 38, 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA in Year 4 to support groups where 27% the of the year group is PP to pre-teach and work alongside small groups in the afternoon to prevent misconceptions.</p>	<p><i>EEF evidence shows the importance of small group teaching.</i></p> <p>Small group tuition EEF</p>	1
<p>HLTA delivers a Year 3 /4 phonics group to run a bespoke intervention to support pupils who still require access to systematically taught phonics.</p> <p>HLTA 0.5 x hour per week.</p>	<p><i>Current internal data highlights that a number of our PP pupils are currently working below ARE</i></p> <p>Small group reading intervention shown to boost pupil progress EEF</p>	1
<p>Small group tuition in KS1 and EYFS: Introducing targeted speech and language teaching for pupils who are below age-related expectations in KS1</p> <p>Providing additional teaching and learning opportunities using TAs to model small groups following the rollout of RWI in order to</p> <p>Introducing the streaming of phonics groups to ensure that children's needs are catered for.</p>	<p><i>EEF Evidence to show that small group tuition including guided reading groups and their effectiveness.</i></p> <p>Small group reading intervention shown to boost pupil progress EEF</p>	1

<p>Training of adults to ensure a consistent teaching approach</p> <p>Additional resources for each group to ensure access to resources/books/learning equipment.</p> <p>50% of resource budget</p>		
<p>Purchase of online learning platforms to support groups in class.</p> <p>Nessy-Reading and Spelling (50% of purchase cost)</p>	<p><i>Evidence for Nessy British Dyslexia Association mark of quality assurance</i> https://www.nessy.com/en-gb/about-us/our-expert-research</p>	1

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

Budgeted cost: £ 9537.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with EWO and school office to support parents.</p> <p>Additional hours provided for office staff to target and support families. and link with link to Early Help</p> <p>Workshops to engage with parents</p>	<p><i>47% of disadvantaged pupils at school from September to October 2024-2025 is below 95% attendance</i></p> <p><i>See a .gov report on the correlation between attendance at KS2 and KS4 data</i> The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics</p>	3, 4
<p>Disadvantaged pupils provided with ELSA/Sunshine circles sessions where impact of living may affect the wellbeing of the child; (Emotional Learning Support) ran by qualified teaching assistants to take place weekly.</p> <p>Specialist behaviour support worker one day a week and running training bespoke through the year for communication and linked to behavioural needs of children.</p>	<p><i>EEF evidences the importance of supporting children's mental well being</i></p> <p><i>....."There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.4 For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.5" EEF 2024</i></p>	3
<p>Ensure pupils are not left out of any school visit or residential due to financial needs.</p>	<p><i>Due to the current living situation, there is significant evidence to show that families</i></p>	2

<p>Providing 10% of free places for an afterschool club specifically for pupils who are disadvantaged.</p> <p>Ensure pupils are given the same learning opportunities as their non disadvantaged peers in regards to access to equipment incl: recorders</p>	<p><i>can struggle to pay for additional extra club place.</i></p> <p><u>(PDF) Cultural Capital and Educational Attainment</u></p>	
<p>Ensure pupils develop a love of reading and have a suitably matched book with them.</p> <p>Pupils to receive at least 1 free book from the book fair.</p>	<p><i>Research from the Literacy Trust</i></p> <p><i>“In 2023, more children who received free school meals (FSMs) told us they did not have a book of their own compared with the year before (12.4% in 2023 vs 9.7% in 2022).”</i></p> <p><u>Children and young people’s access to books and educational devices at home during the cost-of-living crisis National Literacy Trust</u></p>	2

Total budgeted cost: £ 85,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2024 Data

Assessment	Number of Pupil Premium pupils	Working at %	Working towards /Below %	APS
Year 1 Phonics	4/30	25	25	N/A
KS2 Maths Pre-Validated	14/47	64	29	102.0
KS2 Reading Pre-Validated	14/47	71	21	106.2
KS2 Writing Pre-Validated	14/47	50	43	105.2

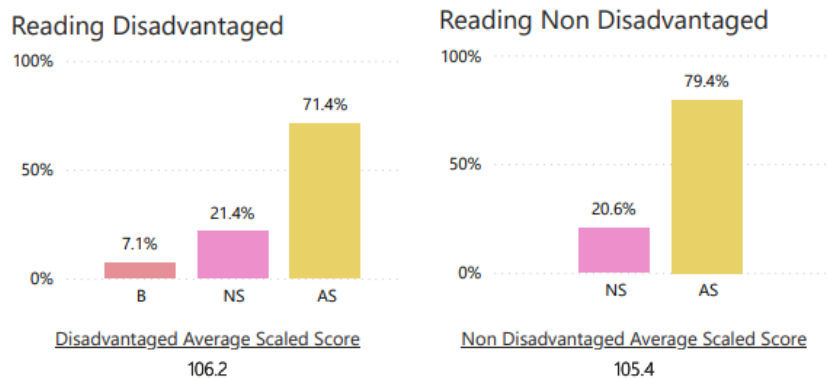
Intended outcome	Success criteria																																			
Improved, rapid Progress outcomes for disadvantaged pupils in Mathematics	<p>A table to show the Pupil Premium children making Towards, At or Above expected progress last year.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Number of PP pupils out of year group</th> <th>Less than 3 steps of progress %</th> <th>3 (or more) steps of progress %</th> <th>More than 3 steps of progress %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3/47</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>9/59</td> <td>22</td> <td>77</td> <td>11</td> </tr> <tr> <td>3</td> <td>12/48</td> <td>8</td> <td>92</td> <td>17</td> </tr> <tr> <td>4</td> <td>6/46</td> <td>0</td> <td>100</td> <td>0</td> </tr> <tr> <td>5</td> <td>7/41</td> <td>0</td> <td>100</td> <td>0</td> </tr> <tr> <td>6</td> <td>13/46</td> <td>31</td> <td>69</td> <td>15</td> </tr> </tbody> </table>	Year group	Number of PP pupils out of year group	Less than 3 steps of progress %	3 (or more) steps of progress %	More than 3 steps of progress %	1	3/47	100	0	0	2	9/59	22	77	11	3	12/48	8	92	17	4	6/46	0	100	0	5	7/41	0	100	0	6	13/46	31	69	15
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KS2 Maths data	<p>Disadvantaged Average Scaled Score: 102.0</p> <p>Non-Disadvantaged Avg Scaled Score: 105.0</p>																																			
	<p>With the exception of Year 1, the majority of all Pupil Premium pupils have made progress. Continuation of the NCETM Mastery for number program. This will be ongoing next year to ensure that the gap can be closed to keep inline with non -PP children in the cohort.</p>																																			

A table to show the Pupil Premium children making Towards, At or Above **expected progress** last year.

Year group	Number of PP pupils out of year group	Less than 3 steps of progress %	3 (or more) steps of progress %	More than 3 steps of progress %
1	3/47	0	100	0
2	9/59	22	77	33
3	12/48	17	83	0
4	6/46	0	100	0
5	7/41	0	100	14
6	13/46	31	70	8

Improved progress outcomes for disadvantaged pupils in Reading (including Early Reading)

KS2 Reading Data



Reading data for the Pupil premium children is good where the majority of Pupil premium children are achieving at or above ARE, however this is still not as strong in Key Stage 1 and further work will be required to close the gap and increase the attainment and

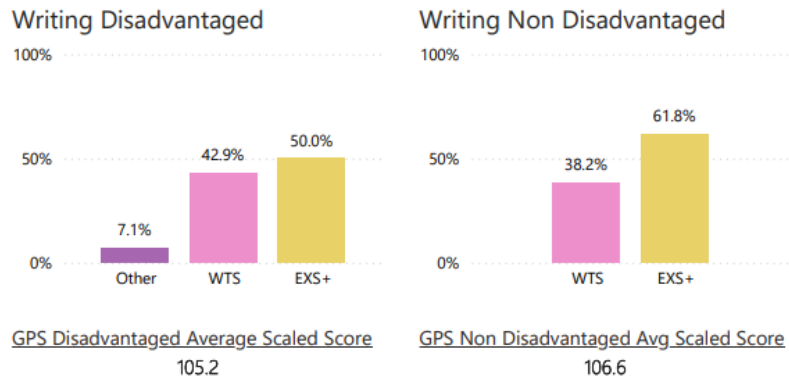
A table to show the Pupil Premium children making Towards, At or Above **expected progress** last year.

Year group	Number of PP pupils out of year group	Less than 3 steps of progress %	3 (or more) steps of progress %	More than 3 steps of progress %
1	3/47	67	33	0
2	9/59	22	78	0
3	12/48	17	83	0
4	6/46	0	100	0
5	7/41	14	86	0
6	13/46	23	77	23

Improved progress outcomes for disadvantaged pupils in Writing

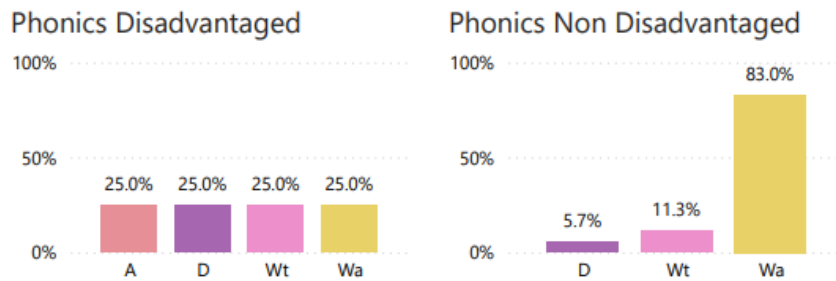
Whilst the writing data reflects a greater percentage of PP children are working at ARE, it shows that no children below Year 6 are working at about ARE. This highlights that further work will need to be continued next year to identify what the main gaps and reasons for this could be and further support required to allow children to perform.

KS2 Writing data based on 14 Disadvantaged children



Improved progress outcomes for disadvantaged pupils in **Phonics**

(Year 1 data based on 4 Disadvantaged children)



Training staff for the use of Read Write Inc for rapid implementation-phonics results at the end of Year One: 83.3% overall and for 10PPG 60%

100% of PP children in Year 2, who retook the phonics screening check passed.

Rapid progress of disadvantaged pupils entering school with low levels of **communication, speaking and listening in EYFS.**

Assessment	Number of PP pupils out of year group	Working towards /Below ARE %	Working at /above ARE%	Working above ARE %
Listening	3/36	0	100	33
Speaking	3/36	0	100	33

Equality of opportunities for all.

All children were invited on class visits regardless of monetary contributions. All children at the book fair were presented with a free book to the value of up to £5. Financial support and understanding has been offered to the families from pupil premium families and this has not penalised any participation to any part of school. Be it academically or socially.
 In Year 4 47% of pupils attended a residential school.
 In Year 6, 90% of pupils attended a residential school.

Increased engagement of parents / carers of disadvantaged pupils.

The increased engagement of parents and carers of disadvantaged pupils has long been recognised as a crucial lever for improving educational outcomes. In recent years, schools and educational authorities have placed a stronger emphasis on bridging the gap between home and school for disadvantaged families, recognising the role that familial support plays in student achievement. While there have been notable positive outcomes in this area, there remain ongoing challenges that hinder full and sustained engagement.

Increased engagement from the disadvantaged group of pupils.

Funding used to support pupils attending Breakfast Club/school trips - individual cases
 2 extra ELSAs began training in Reception and KS2.
 Employment of a Specialist behaviour worker to support staff. Training on ZoR and Trauma was delivered to all staff and ZoR was rolled out across the whole school to support pupils' self regulation.

Further information (optional)

This year, we will be introducing Pupil Premium Passports as a strategic tool to monitor the progress and cultural capital of each pupil premium child. This initiative is aimed at ensuring that students eligible for Pupil Premium funding receive the targeted support and opportunities they need to thrive academically, socially, and personally.

The Pupil Premium Passport system is designed to be a comprehensive tracker, not just for academic progress, but also for the enrichment and cultural experiences that are integral to a well-rounded education. By focusing on both areas, we aim to close the achievement gap, promote equity, and ensure every child has the tools and opportunities to succeed.

This includes the tracking of clubs, residentials and parental engagement so that we can specifically target families who are continually unable to engage with their child's education and support in ways which may help families engage better in the future.

We will endeavour to continue to provide opportunities for all of our families, including experiences for all the PP children. This may include a pantomime/workshop visit/farm visit/living eggs etc to continue to provide high quality, meaningful life experiences for all of the Pupil Premium children.

As a school we will continue to advertise the 40% discount provided by Merton Music Foundation to our parents for peripatetic music lessons for any families that qualify for Pupil Premium or income support..