

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	336 (Oct census 25)
Proportion (%) of pupil premium eligible pupils	20.24% (68) (Oct census 25)
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 2025
Date on which it will be reviewed	June 2026
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	£103,020 (68x1515)
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>	£103,020

Part A: Pupil premium strategy plan

Statement of intent

At Hatfeild, we are a small two- and one-form entry primary school in outer London, our intent is to ensure that every child—regardless of background, lived experience, or starting point—has the opportunity to thrive.

Our unique location between a large social-housing estate and a leafy suburban community highlights the diverse needs of our pupils and the importance of equity within our provision, and we recognise that this diversity enriches our school while also presenting challenges requiring thoughtful, targeted support. Guided by our core values and our commitment to enabling every child to feel safe, valued, and capable of success, we use Pupil Premium funding strategically to break down barriers, open doors, and ensure that socio-economic disadvantage does not define or limit a child's achievement, wellbeing, or future opportunities.

At Hatfeild, we have high aspirations and ambitions for all our children and firmly believe that no child should be left behind; it is not where you come from, but your passion for knowledge and commitment to learning that makes the difference between success and failure. We are determined to ensure that all children are given every chance to realise their full potential and are well prepared for strong futures. Our key objective in using the Pupil Premium grant is to ensure that all pupils, regardless of background or circumstance, receive the support and opportunities they need to thrive academically, socially, and personally, and we are committed to using this vital resource effectively to close the achievement gap, improve outcomes for disadvantaged pupils, and secure sustained progress for those who are already high attainers. Our approach is rooted in a clear understanding of the needs of our disadvantaged pupils, recognising that while many factors influence a child's learning journey, we must be proactive in providing targeted interventions and support for those facing additional challenges such as low household income, limited access to educational resources, or factors affecting their wellbeing.

We therefore use Pupil Premium funding to develop the whole child—academically, emotionally, and culturally—ensuring they have access to enriching experiences and the cultural capital needed to enjoy meaningful life opportunities comparable to 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.

	<ul style="list-style-type: none"> ● 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"> ● Many of our children from disadvantaged backgrounds often have below 96% attendance. ● Data trends recognise that PP attendance is significantly below the mainstream school. ● 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.

Improved, rapid Progress outcomes for disadvantaged pupils in Reading (including Early Reading)	<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.
Improved, rapid Progress outcomes for disadvantaged pupils in Writing	<ul style="list-style-type: none"> ● Improved writing outcomes for all pupils across the whole school. ● Striving for 90%+ 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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Improved, rapid Progress outcomes for disadvantaged pupils in Mathematics	<ul style="list-style-type: none"> ● Improved mathematics outcomes for all pupils across the whole school. ● Striving for 90%+ PP children making expected or better progress in mathematics. ● Greater % of disadvantaged pupils achieve greater depth in mathematics.
Improved, rapid Progress outcomes for disadvantaged pupils in Phonics	<ul style="list-style-type: none"> ● 90%+ Year 2 pupils achieving the Phonics Check ● Year 1 Phonics Check in June 2026, in-line or above national data.
Rapid progress of disadvantaged pupils entering school with low levels of communication, speaking and listening in the EYFS.	<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.

Equality of opportunities for all.	<ul style="list-style-type: none"> All disadvantaged children to have the opportunity to experience residential visits in their time at Hatfeild Primary School.
Increased engagement of parents / carers of disadvantaged pupils.	<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.
Increased engagement from the disadvantaged group of pupils.	<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: £ 6, 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced staff including Assistant Head specifically allocated to teach in Key Stage 2 Year 4+ due to the large amount of Pupil Premium families.	School register of PP. Closing The Gap With Quality First Teaching - HWRK Magazine	1
Streaming of phonics SSP RWI across the whole school to include KS2 so that all PP chn have access to small phonics groups where necessary.	<i>The EEF highlights the impact of quality teaching of phonics</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Teachers to identify identifying pupils and tracking pupils with more than one indicator PP passports/tracking meetings to identify pupil groups with more than one indicator	<i>Article outlining the increasing gaps growing between SEND and PP pupils.</i> https://www.sec-ed.co.uk/content/best-practice/send-pupil-premium-parents/	1, 3
Time provided to Curriculum leads to provided adaptations and deliver training to staff during meetings/INSET.	<i>LA has introduced OAG training across all schools as it recognises the impact of this approach and how it has</i>	1

	<p><i>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, and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.'</i></p> <p><u>EEF blog: Moving from 'differentiation' to 'adaptive teaching'.</u></p>	
To continue the effective roll out of Jane Considine spelling in line with the 2nd phase of the Literacy Action Plan.	<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: £ 6, 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA in Year 5 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><i>EEF evidence shows the importance of small group teaching.</i></p> <p><u>Small group tuition EEF</u></p>	1
<p>HLTA to provide additional reading opportunities to children in Year 4/5 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><u>Small group reading intervention shown to boost pupil progress EEF</u></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><i>EEF Evidence to show that small group tuition including guided reading groups and their effectiveness.</i></p> <p><u>Small group reading intervention shown to boost pupil progress EEF</u></p>	1

<p>Introducing the streaming of phonics groups to ensure that children's needs are catered for.</p> <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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with EWO and school office to support parents.</p> <p>Attendance role assigned to AHT to act as family liaison to support families where attendance is below 90%</p> <p>Additional hours provided for office staff and AHT to target and support families and signpost link with link to Early Help</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><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</i></p>	3

<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>academic achievement, crime, employment and income.</i>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</p>	
<p>Ensure pupils are not left out of any school visit or residential due to financial needs.</p> <p>To Provide 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>Due to the current living situation, there is significant evidence to show that families can struggle to pay for additional extra club place.</i></p> <p>(PDF) Cultural Capital and Educational Attainment</p>	2
<p>To purchase new coats/wellies/PE Kit for chn who do not have appropriate clothing to ensure that they are dressed in line with school policy.</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>Children and young people’s access to books and educational devices at home during the cost-of-living crisis National Literacy Trust</p>	2

Total budgeted cost: £ 77,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2025 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 Reading (including Early Reading)	<p>Whilst we have implemented a new SSP across the school, we have noticed that impact is slow.</p>
Improved, rapid Progress outcomes for disadvantaged pupils in Writing	<p>KS1 Writing is still a borough and national concern. We have a large number of chn from our PP group working towards and more work is required to ensure rapid progress can allow these children to catch up.</p>
Improved, rapid Progress outcomes for disadvantaged pupils in Mathematics	<p>KS2 In KS2, a greater impact of children are now performing at or above national standard although this is not the same as in KS1.</p>

<p>Improved, rapid Progress outcomes for disadvantaged pupils in Phonics</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="352 114 587 280"> <p>Phonics Disadvantaged</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>D</td> <td>28.6%</td> </tr> <tr> <td>Wt</td> <td>28.6%</td> </tr> <tr> <td>Wa</td> <td>42.9%</td> </tr> </tbody> </table> </div> <div data-bbox="614 114 849 280"> <p>Phonics Non Disadvantaged</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Wt</td> <td>6.1%</td> </tr> <tr> <td>Wa</td> <td>93.9%</td> </tr> </tbody> </table> </div> </div> <p>Chn in KS1 are now exposed to carefully resourced and tailored phonics lessons that are pitched to their need, however more work is needed to ensure that as children leave KS1, they are still exposed to carefully planned phonics lessons.</p>		Category	Percentage	D	28.6%	Wt	28.6%	Wa	42.9%	Category	Percentage	Wt	6.1%	Wa	93.9%
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Category	Percentage															
No	25.0%															
Yes	75.0%															
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No	60.0%															
Yes	40.0%															
<p>Increased engagement of parents / carers of disadvantaged pupils.</p>	<p>The role of of the pupil premium passports highlighted that there is less uptake from disadvantaged background parents. More work is required to investigate reasons and solutions to support parental uptake.</p>															

Further information (optional)

This year 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.