

Pupil premium strategy statement - Hadley Learning Community – Primary Phase

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 |
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| Number of pupils in school | 650 |
| Proportion (%) of pupil premium eligible pupils | 26.46% |
| 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) | 2025/26 2026/27 2027/28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Ben Evans Headteacher |
| Pupil premium lead | Ben Evans Headteacher |
| Governor / Trustee lead | Julie Henry Chair of Governors |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £258,706 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £258,706 |

Part A: Pupil premium strategy plan

Statement of intent

At Hadley Learning Community Primary, our motto “Our Community, Our School” and our core values - Belong, Respect, Inspire, Succeed, Enjoy - underpin everything we do. We are committed to ensuring that every child, regardless of background, feels a strong sense of belonging and is empowered to succeed.

Our aim is to close the attainment gap between disadvantaged pupils and their peers, enabling all children to:

- Achieve their full academic potential.
- Develop confidence, resilience, and a love of learning.
- Access enriching experiences that inspire ambition and enjoyment.
- Leave HLC Primary prepared for the next stage of education and life.

Our Pupil Premium strategy is designed to:

- Provide targeted, evidence-based interventions in literacy, numeracy, and language development.
- Offer high-quality teaching and professional development for staff to ensure consistently excellent classroom practice.
- Support pupils’ social, emotional, and mental health needs through pastoral care and nurture provision.
- Remove barriers to learning by improving attendance, engagement, and access to enrichment opportunities.

Key Principles:

1. Equity and Inclusion: Every child should feel they belong and be respected within our school community.
2. High Expectations: We believe disadvantaged pupils can and will succeed when inspired and supported effectively.
3. Evidence-Based Practice: Decisions are informed by research and data to ensure maximum impact.
4. Whole-Child Approach: Academic success is supported by wellbeing, enrichment, and enjoyment.
5. Collaboration: Working in partnership with families and the wider community to create a culture of aspiration.

Through this strategy, we aim to ensure that all pupils — especially those who are disadvantaged — thrive academically, socially, and emotionally, reflecting our vision of “Our Community, Our School” and living out our values every day.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Attainment at the end of the EYFS</p> <p>During the Early Years Foundation Stage (EYFS), our provision successfully narrows the attainment gap for disadvantaged pupils, ensuring strong foundations for future learning. However, despite this progress, a gap remains in overall outcomes, with disadvantaged pupils less likely to achieve a Good Level of Development compared to their peers.</p> |
| 2 | <p>Attendance</p> <p>Attendance for pupils in receipt of Pupil Premium funding is lower than that of their non-Pupil Premium funded peers. A higher percentage of these pupils are persistently absent or at risk of becoming persistently absent, which significantly reduces learning time and impacts progress. Addressing attendance and reducing persistent absence among disadvantaged pupils is therefore a key priority within our strategy.</p> |
| 3 | <p>Attitudes to Learning</p> <p>As well as lower attendance, the perceived effort and engagement of pupils in receipt of Pupil Premium funding is consistently lower than that of their peers across the core subjects. This reduced effort impacts progress and attainment, and addressing attitudes to learning is therefore a key focus within our strategy.</p> |
| 4 | <p>SEND Attainment</p> <p>Pupils with SEND who are also in receipt of Pupil Premium funding are outperformed in mathematics compared to pupils with SEND who are not in receipt of Pupil Premium. This gap is most noticeable in upper Key Stage 2, where lower attainment impacts readiness for transition to secondary education.</p> |
| 5 | <p>Social and Emotional Needs</p> <p>A higher proportion of pupils in receipt of Pupil Premium funding present with significant social and emotional needs compared to their peers. These pupils access interventions such as ELSA, counselling, and Drawing and Talking more frequently than non-Pupil Premium pupils and are more often referred to the Emotional Health and Wellbeing service.</p> |
| 6 | <p>Early Reading</p> <p>At the end of Year 1, a greater percentage of pupils in receipt of Pupil Premium funding do not pass the Phonics Screening Check compared to their peers. Teacher and pupil voice also indicate a trend of lower engagement with reading among pupils in receipt of Pupil Premium during the Early Years Foundation Stage.</p> |

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 |
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| <p>To increase the percentage of disadvantaged pupils achieving a Good Level of Development and reduce the overall attainment gap at the end of EYFS.</p> | <ul style="list-style-type: none"> • By the end of Year 3, the percentage of disadvantaged pupils achieving a Good Level of Development is within 5% of their non-Pupil Premium peers. • The attainment gap in GLD between disadvantaged pupils and non-Pupil Premium peers reduces by at least 50% compared to the baseline in Year 1. • Disadvantaged pupils make progress across EYFS that is consistently in line with or exceeds that of non-Pupil Premium peers, as evidenced by internal tracking and end-of-year outcomes. |
| <p>To improve attendance for pupils in receipt of Pupil Premium funding and reduce the proportion who are persistently absent or at risk of persistent absence.</p> | <ul style="list-style-type: none"> • By Year 3, overall attendance for pupils in receipt of Pupil Premium funding is within 1% of their non-Pupil Premium peers. • The proportion of Pupil Premium pupils who are persistently absent is reduced by at least 50% from the baseline and is in line with or better than non-Pupil Premium peers. • The percentage of Pupil Premium pupils at risk of becoming persistently absent decreases year-on-year, with early intervention ensuring figures are comparable to non-Pupil Premium peers by Year 3. |
| <p>To improve the effort and engagement of pupils in receipt of Pupil Premium funding across core subjects so that it is comparable to their peers, supporting better progress and attainment.</p> | <ul style="list-style-type: none"> • By Year 3, pupil effort and engagement ratings for those in receipt of Pupil Premium funding are consistently in line with or better than their non-Pupil Premium peers across all core subjects. • Teacher assessments and pupil voice surveys show a year-on-year improvement in attitudes to learning, with at least 90% of Pupil Premium pupils demonstrating positive engagement by Year 3. • Progress and attainment data indicate that improved effort and engagement have contributed to disadvantaged pupils making progress comparable to or exceeding that of non-Pupil Premium peers in core subjects. |
| <p>To reduce the attainment gap in mathematics between pupils with SEND who are in receipt of Pupil Premium funding and those with SEND who are not, particularly in upper Key Stage 2, ensuring pupils are well-prepared for transition to secondary education.</p> | <ul style="list-style-type: none"> • By Year 3, the attainment gap in mathematics between pupils with SEND who are in receipt of Pupil Premium and those with SEND who are not is reduced by at least 50% from the baseline. • The percentage of Pupil Premium pupils with SEND achieving age-related |

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| | <p>expectations in mathematics in upper Key Stage 2 increases year-on-year and is broadly in line with their SEND peers without Pupil Premium by Year 3.</p> <ul style="list-style-type: none"> • Progress measures show that Pupil Premium pupils with SEND make sustained and accelerated progress in mathematics, ensuring readiness for transition to secondary education. |
| <p>To ensure pupils in receipt of Pupil Premium funding with social and emotional needs receive timely and effective support, reducing barriers to learning and improving engagement and wellbeing.</p> | <ul style="list-style-type: none"> • By Year 3, all pupils in receipt of Pupil Premium funding with identified social and emotional needs access timely support within two weeks of referral. • The proportion of Pupil Premium pupils requiring intensive external referrals (e.g., Emotional Health and Wellbeing service) decreases by at least 30% from the baseline, indicating improved early intervention and in-school provision. • Pupil voice and wellbeing surveys show year-on-year improvement, with at least 90% of Pupil Premium pupils reporting they feel supported and ready to learn by Year 3. |
| <p>To increase the percentage of pupils in receipt of Pupil Premium funding passing the Year 1 Phonics Screening Check and foster greater engagement with reading from the Early Years Foundation Stage.</p> | <ul style="list-style-type: none"> • By Year 3, the percentage of pupils in receipt of Pupil Premium funding passing the Year 1 Phonics Screening Check is within 5% of their non-Pupil Premium peers. • Engagement with reading in EYFS improves significantly, with at least 90% of Pupil Premium pupils demonstrating positive attitudes toward reading in pupil voice surveys by Year 3. • Internal tracking shows year-on-year improvement in early reading progress for Pupil Premium pupils, with outcomes consistently in line with or exceeding those of non-Pupil Premium peers by Year 3. |

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: £120,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Use Soundswell Speech and Language Therapy resources and in-school support to deliver targeted small-group and one-to-one sessions that build vocabulary, listening, and communication skills through structured, play-based activities. Staff trained in Soundswell approaches embed strategies into daily routines to strengthen early oracy and prepare pupils for phonics and reading.</p> | <p>The Soundswell approach follows a pyramid model of universal, targeted, and specialist intervention, emphasising staff training and capacity-building to embed effective speech and language strategies throughout settings. EEF’s Early Years Toolkit rates communication and language approaches as “high impact” with approximately 7 additional months’ progress. The Teaching & Learning Toolkit highlights that oral language interventions consistently yield around +6 months’ progress, at very low cost, and particularly benefit disadvantaged pupils.</p> <p>Soundswell Approach EEF: Communication and Language EEF: Oral Language Interventions</p> | <p>1 4 6</p> |
| <p>Appoint a dedicated Phonics Leader to upskill staff through high-quality CPD, ensuring fidelity to our bespoke phonics scheme and consistency in delivery across EYFS and KS1. The Phonics Lead will monitor implementation, provide coaching and modelling, and stay abreast of current research and best practice to inform ongoing improvements.</p> | <p>Consistency in phonics approach is essential: fidelity to the programme - supported by training and sustained coaching - is crucial for optimal results. EEF’s <i>Teaching & Learning Toolkit</i> rates systematic phonics as moderate impact for very low cost, resulting in an average of +5 months’ progress. Ensuring consistent, high-quality delivery is key to this success. A year-long mentoring program where phonics experts coached teachers twice weekly led to large gains in pupil reading and spelling, demonstrating that expert-led coaching significantly boosts staff effectiveness.</p> <p>ICA: Why Fidelity Matters EEF: Phonics Mentoring Teachers in SSP</p> | <p>1 4 6</p> |

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| <p>Appoint a Family Support Officer to strengthen home-school relationships and provide targeted support for families of disadvantaged pupils. Deliver CPD for staff on effective parental engagement strategies and work towards achieving the Parent-Friendly Schools accreditation, ensuring a consistent, welcoming approach across the school.</p> | <p>The EEF Teaching & Learning Toolkit highlights parental engagement as a moderate-impact, low-cost strategy that yields approximately +4 months' progress on average when staff and schools actively involve parents in their children's academic learning. The Early Years Toolkit reports that parental engagement offers an even greater benefit in the early years, with an average impact of +5 months' progress. Specialist support for families in crisis has been shown to deepen engagement and reduce attainment gaps, particularly for disadvantaged pupils. The Parent-Friendly Schools Blueprint demonstrates how structured, research-informed schemes can maximise parental participation, helping to improve attendance and aspirations.</p> <p>EEF: Parental Engagement Parent-Friendly Schools</p> | <p>2 3 5</p> |
| <p>Provide staff with high-quality CPD on adaptive teaching strategies to sustain engagement for disadvantaged learners. This includes a train-the-trainer model for the SENDCo to cascade best practice and ongoing support from the Trust's Director of SEND to ensure consistency and alignment with current research.</p> | <p>The EEF highlights that adaptive teaching -using real-time feedback and adjusting instruction - drives improved learning outcomes. When teachers act on pupil signals, adapt their explanations, pacing, and scaffolding, disadvantaged pupils benefit most. Research indicates that MATs with a central Director of SEND benefit from improved inclusion, collaboration, and strategic oversight. Such a role supports SENDCos in managing workload and embedding consistent practice across schools. The EEF recommends empowering SENCos and staff with expert-led CPD to support pupils with SEND. This includes building teacher knowledge, embedding effective teaching techniques, and ensuring sustained practice.</p> <p>EEF: Adaptive Teaching NFER: Directors of SEND EEF: SEND in Mainstream Schools</p> | <p>1 3 4 6</p> |
| <p>Deliver specialist CPD for staff on the Concrete–Pictorial–Abstract approach, addressing common misconceptions and strengthening adaptive teaching for SEND pupils. Training will include effective scaffolding techniques</p> | <p>Reviews from cognitive science show manipulatives are effective when explicitly connected to the concepts, used with minimal perceptual distraction, and embedded in concreteness-to-abstraction progressions - again pointing to CPD</p> | <p>3 4 6</p> |

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| <p>and the use of manipulatives and visual representations to deepen conceptual understanding.</p> | <p>on design and classroom routines for manipulatives. The EEF recommends using manipulatives and representations and planning for common misconceptions, alongside assessment to adapt teaching. These practices are part of eight evidence-based recommendations to raise attainment in maths in primary and lower secondary phases.</p> <p>Laski et al: Maths Manipulatives EEF: Improving Maths in KS2</p> | |
| <p>Provide all staff with training in trauma-informed practice, emotional regulation, and de-escalation techniques to support pupils' wellbeing. Deliver ELSA and Mental Health First Aid training for key staff and establish regular supervision/coaching for pastoral leads. Embed universal social and emotional learning (SEL) approaches, such as Zones of Regulation, across all classrooms to create a consistent, supportive environment.</p> | <p>The EEF Teaching & Learning Toolkit rates SEL approaches as high impact for very low cost, with an average of +4 months' progress. SEL strategies improve self-regulation, resilience, and relationships - key for disadvantaged pupils. Research highlights that trauma-informed approaches reduce behavioural incidents and improve engagement by creating safe, predictable environments and teaching emotional regulation skills. Embedding frameworks like Zones of Regulation supports pupils in recognising and managing emotions effectively.</p> <p>EEF: Social Emotional Literacy</p> | <p>2 3 5</p> |
| <p>Provide protected time for EYFS staff to engage in collaborative planning and moderation, supported by coaching and peer observation cycles. Recognise and celebrate impact on GLD outcomes, embedding the Steplab coaching model to ensure structured, research-informed professional development.</p> | <p>In Preparing for Literacy, the EEF emphasises high-quality adult-child interactions, self-regulation, and high-quality assessment to ensure progress - areas strengthened by moderation meetings, joint planning, and peer observation in EYFS. Steplab's "responsive coaching" is explicitly mapped to the EEF's 14 PD mechanisms and provides structured observation, bite-sized steps, modelling videos, and progress analytics - practical tools to embed a school-wide coaching cycle and recognise/track impact, including GLD-linked goals.</p> <p>EEF: Preparing for Literacy Steplab: Research and Evidence</p> | <p>1 5 6</p> |
| <p>Expand emotional support provision by training more staff as ELSAs and appointing an additional Drawing and Talking practitioner. This will increase capacity for targeted interventions addressing social and emotional</p> | <p>EEF's Improving Social and Emotional Learning in Primary Schools offers six practical recommendations (e.g., explicit teaching of regulation, consistent routines, and staff modelling), and notes SEL's potential to add +4 months of learning when implemented well—supporting plans to</p> | <p>2 3 5</p> |

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| needs, ensuring timely support for disadvantaged pupils. | <p>expand trained capacity and embed supervision/coaching for quality. A review of 53 studies (published, doctoral and LA evaluations) maps a growing evidence base around ELSA, with reported gains in emotional understanding/management, communication, social skills, self-esteem, and positive school experiences—while recommending ongoing supervision and clearer outcome measures (consistent with the core ELSA model).</p> <p>EEF: Improving SEL in Primaries Rogers & Kelly: Behaviour Difficulties</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Provide targeted after-school small-group tutoring for disadvantaged pupils, including phonics support for EYFS/KS1, maths tutoring for Upper Key Stage 2, and reading tutoring for Lower Key Stage 2 pupils who did not pass the Phonics Screening Check. Sessions will be delivered by trained staff using evidence-based approaches aligned with the school's curriculum.</p> | <p>Small-group tuition (2–5 pupils) delivers ~+4 months' additional progress on average when targeted to need, led by trained staff, and closely aligned to classroom learning. For older struggling readers (who have decoding gaps or weak language comprehension), EEF advises combining phonics catch-up with reading comprehension strategies. Comprehension strategies are high impact (~+7 months) at very low cost when explicitly taught and practised in small groups - well suited to after-school tutorial sessions using decodable texts and guided strategy.</p> <p>EEF: Small Group Tuition EEF: Reading Comprehension</p> | <p>1 3 4 6</p> |
| <p>Implement short, intensive tutoring blocks for pupils who have missed significant learning due to absence. These sessions will focus on rebuilding core curriculum content in phonics, reading, and maths, ensuring pupils catch up quickly and re-engage with classroom learning. Delivery will be through trained</p> | <p>Targeted academic support is a core recommendation in the EEF's Guide to Supporting School Planning, which stresses the importance of diagnosing gaps and providing structured, time-limited interventions to rebuild missed learning. Short, focused blocks reduce cognitive overload and help pupils re-</p> | <p>1 2 3 4 6</p> |

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| <p>staff using structured, evidence-based approaches aligned with the school's curriculum.</p> | <p>engage with classroom learning, improving confidence and attendance. EEF: Supporting School Planning EEF: Cognitive Science in School</p> | |
| <p>Deliver daily one-to-one oral language sessions focusing on vocabulary development, listening skills, and turn-taking for disadvantaged pupils in EYFS. Alongside this, provide individual fine and gross motor support where physical development limits literacy readiness, ensuring pupils build the foundations needed for writing and phonics.</p> | <p>The EEF Early Years Toolkit rates oral language interventions as high impact (+6 months) for very low cost. Structured, frequent sessions focusing on vocabulary, listening, and turn-taking are particularly effective for disadvantaged pupils. Research shows strong links between physical development and literacy readiness, particularly handwriting and phonics. Activities that strengthen fine motor skills (grip, control) and gross motor coordination support early writing and letter formation. EEF: Early Years Toolkit DfE: Development Matters</p> | <p>1 3 4 6</p> |
| <p>Deliver small-group sessions embedded in subject content to teach metacognitive and self-regulation strategies - planning, monitoring, and evaluating learning. Alongside this, implement "Ready to Learn" routines across classrooms, including retrieval practice, success-criteria checklists, and graduated independence, to strengthen attitudes to learning and pupil confidence.</p> | <p>The EEF Guidance Report around metacognition recommends modelling metacognitive strategies, using success criteria, and scaffolding independence—exactly what "Ready to Learn" routines (retrieval practice, checklists, graduated independence) provide. Retrieval practice and success-criteria checklists reduce cognitive overload and support independence, which is particularly beneficial for disadvantaged learners. EEF: Metacognition</p> | <p>1 3 4 5 6</p> |
| <p>Embed the LCT Learning Framework across targeted interventions to provide a predictable session structure, incorporating short, focused tasks and visual schedules. This approach supports pupils - particularly those with SEND and disadvantaged backgrounds - by reducing cognitive overload, increasing engagement, and promoting independence.</p> | <p>The Special Educational Needs in Mainstream Schools EEF Guidance recommends structured, predictable routines and visual supports to reduce cognitive load and anxiety for pupils with SEND, enabling better engagement and independence. Research on CLT shows that predictable structures and visual schedules reduce extraneous cognitive load, freeing working memory for learning. Short, focused tasks and clear sequencing are proven strategies for primary pupils. EEF: SEND in Mainstream Schools EEF: Cognitive Science Approaches</p> | <p>1 2 3 4 5 6</p> |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Establish tutor-led homework clubs after school for disadvantaged pupils with attendance challenges. These clubs will provide structured catch-up support in core subjects and include transport and refreshments to remove barriers to participation. Sessions will align with classroom learning and focus on reinforcing key concepts missed due to absence.</p> | <p>The EEF Teaching & Learning Toolkit identifies homework as having a moderate impact with very low cost, improving learning by an average of +5 months, particularly when activities are linked to classroom learning and accessible via supportive environments like homework clubs. School-led and well-aligned tutoring/academic supports are more likely to improve engagement and short-cycle attainment, especially for Pupil Premium cohorts. Embedding tutoring within school routines (e.g., homework clubs) and removing participation barriers is consistent with these findings.</p> <p>EEF: Homework NFER: National Tutoring Programme</p> | <p>1 2 3 4 6</p> |
| <p>Provide nurture-style micro-tuition sessions combining 10 minutes of structured wellbeing check-in (emotional regulation, readiness routines) followed by 20 minutes of focused academic work in core subjects. This approach aims to reduce anxiety around classroom participation and build confidence for disadvantaged pupils, particularly those with SEMH needs.</p> | <p>The EEF highlights SEL interventions as moderate impact (~+3 months), emphasising their role in enhancing self-management, emotional resilience, and academic engagement in conjunction with learning support, exactly as a micro-tuition model provides. Studies (including Nurture UK and independent reviews) show that combining wellbeing support with tailored learning enhances pupils' emotional skills, independence, and academic engagement, even if academic gains are secondary to emotional development.</p> <p>EEF: Social and Emotional Learning Nurture UK: Wellbeing Report</p> | <p>2 3 5</p> |
| <p>As part of the LCT Learning Framework, implement consistent "Ready-to-Learn" routines across all classrooms to create predictable, structured learning environments. This includes retrieval practice openers, clear success criteria, explicit transition rules, and uniform session structures to reduce cognitive</p> | <p>Predictable lesson structures and retrieval practice reduce cognitive overload and strengthen long-term memory. The EEF review recommends consistent routines and explicit transitions to optimise working memory and improve engagement. Clear, consistent routines (including transitions and success criteria) are highlighted as effective for improving</p> | <p>1 3 4 6</p> |

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| <p>overload and improve engagement for disadvantaged pupils.</p> | <p>behaviour and readiness to learn, particularly for disadvantaged pupils. EEF: Cognitive Science EEF: Behaviour Guidance Report</p> | |
| <p>Deliver daily one-to-one fluency sprints (10–15 minutes) for 2–4 weeks to pupils returning after absence or identified with gaps. These sessions focus on rapid retrieval and rehearsal of key reading and maths skills to rebuild fluency and prevent frustration on re-entry to whole-class learning.</p> | <p>EEF guidance emphasises that structured, time-limited interventions targeting core skills (such as reading fluency and maths recall) are effective for disadvantaged pupils, especially when linked to classroom content. The EEF’s Improving Literacy in Key Stage 2 report recommends repeated oral reading and retrieval practice to improve fluency and comprehension. Short, daily fluency sessions are cited as an effective approach for struggling readers. EEF: Supporting School Planning EEF: Improving Literacy in KS2</p> | <p>1 2 3 4 6</p> |

Total budgeted cost: £260,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils at HLC Primary achieved strong outcomes across the previous academic year, reflecting the impact of effective teaching and targeted support. In the Early Years Foundation Stage (EYFS), pupils in receipt of Pupil Premium Funding (PPF) achieved in line with their peers across the prime areas of learning. This demonstrates that early interventions are successfully ensuring disadvantaged pupils start Key Stage 1 with a secure foundation.

In Year 1, phonics outcomes were particularly positive, with 81% of pupils in receipt of PPF passing the Phonics Screening Check. This is above the national average for disadvantaged pupils, which is typically around 70–72%, highlighting the success of early reading strategies. By the end of Key Stage 1, disadvantaged pupils made better levels of progress in mathematics than their peers, showing that targeted approaches in numeracy are having a measurable impact.

Further strengths were evident in Year 4, where disadvantaged pupils achieved a higher average score in the Multiplication Tables Check compared to the national average, and a greater proportion of pupils scored a full 25 out of 25. This reflects strong mathematical fluency and preparation for upper Key Stage 2.

At the end of Key Stage 2, disadvantaged pupils continued to perform well. 39% achieved the Greater Depth Standard in reading and 24% in mathematics, both significantly above national averages for disadvantaged pupils. Writing outcomes were also strong, with 73% of disadvantaged pupils achieving the Expected Standard or higher. These results demonstrate that disadvantaged pupils at HLC Primary are not only closing gaps with their peers but, in many cases, exceeding national expectations.

All outcomes have been assessed using statutory measures, including the EYFS Profile, Phonics Screening Check, KS1 and KS2 SATs, and the Multiplication Tables Check, alongside moderated teacher assessments. This ensures accuracy and comparability with national data. Overall, the performance of disadvantaged pupils at HLC Primary reflects a consistent pattern of strong achievement and progress across all key stages.

| 2024/25 Intended Outcomes | |
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| Intended Outcome | Outcome |
| All pupils in EYFS to be in-line with or exceeding the national average for speech and communication. | By the end of the EYFS, 82% of pupils in receipt of PPF achieved the expected level in Listening, Attention and Understanding and Speaking, which is in line with their peers. This indicates that provision and targeted interventions have been effective in ensuring disadvantaged pupils make progress comparable to others. Teacher assessments and professional dialogue corroborate this |

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| | <p>improvement, highlighting strengthened oral language skills and confidence in communication across the cohort. Continued focus will ensure that all pupils sustain this trajectory and that the proportion meeting expected standards remains above national benchmarks.</p> |
| <p>Increase the number of disadvantaged pupils with reading ages in line their chronological age.</p> | <p>By the end of the 2024/25 academic year, 54% of pupils in receipt of PPF had a reading age at least 12 months beyond their chronological age, compared to 27% at the end of 2023/24. This represents a significant improvement and demonstrates the impact of targeted strategies to accelerate progress for disadvantaged pupils. The data indicates that interventions have been effective in promoting fluency and comprehension, ensuring that a growing proportion of pupils are reading at a level that supports access to the wider curriculum.</p> |
| <p>All pupils to pass the phonics screening by the end of Year 1.</p> | <p>By the end of Year 1, 81% of pupils in receipt of PPF passed the phonics screening check, with three pupils not meeting the expected standard, compared to 92% of non-PPF pupils. While the majority of disadvantaged pupils achieved the expected level, the gap between PPF and non-PPF pupils remains and requires continued focus. This will remain a key priority to ensure all pupils secure strong early reading foundations and that outcomes are consistently above national benchmarks.</p> |
| <p>End of Key Stage attainment is above the national expectations in reading, writing and mathematics. Increasing number of disadvantaged pupils achieve GD combined across RWM.</p> | <p>At the end of KS2, 81% of disadvantaged pupils achieved the expected standard (EXS+) in reading, 73% in writing, and 76% in mathematics, with 64% achieving the combined expected standard across reading, writing and mathematics (RWM). This reflects strong attainment overall and demonstrates that targeted strategies have had a positive impact on outcomes for disadvantaged pupils. However, the proportion achieving the combined measure remains a priority for improvement, particularly in increasing the number of pupils working at greater depth to ensure sustained progress and further narrow gaps.</p> |

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| <p>Disadvantaged pupils demonstrate they have retained the core knowledge in their long-term memories.</p> | <p>Evidence from teacher voice, pupil voice, summative assessments and book scrutiny indicates that disadvantaged pupils have retained core knowledge effectively in their long-term memory. Pupils are able to recall and apply key concepts with increasing confidence, demonstrating secure understanding across subjects. This suggests that curriculum design and retrieval strategies are having a positive impact on knowledge retention. Continued monitoring will ensure consistency and identify any areas where further reinforcement is required.</p> |
| <p>Attendance of Disadvantaged pupils is above national average and levels of persistent absence is below national average.</p> | <p>In 2024/25, attendance for disadvantaged pupils improved to 92.9%, up from 92.4% in 2023/24, and persistent absence reduced significantly from 25.1% to 16%. This demonstrates the positive impact of targeted strategies and robust monitoring systems in promoting regular attendance among disadvantaged pupils. While attendance is now above previous levels and persistent absence is well below national averages, this remains a key area for continued focus to ensure sustained improvement and further narrow gaps.</p> |
| <p>Behaviour incidences and exclusions of Disadvantaged pupils is reduced and remains below the national average for all pupils.</p> | <p>Between 2023/24 and 2024/25, behaviour incidents for all pupils reduced, with a corresponding decrease in incidents involving pupils in receipt of PPF. The number of disadvantaged pupils requiring a behaviour plan also fell significantly, from seven to three, indicating that targeted strategies and early interventions have been effective in improving conduct and reducing the need for individualised support. Exclusions remained below national averages, and this area continues to be monitored to sustain improvements and ensure consistency across the school.</p> |
| <p>All pupils demonstrate emotional health and well-being, increasing resilience and positive mindset.</p> | <p>Pupil voice indicates an increase in the proportion of pupils reporting that they feel happy and safe at school, reflecting the positive impact of whole-school approaches to emotional health and well-being. However, the number of disadvantaged pupils</p> |

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| | <p>accessing ELSA or counselling support has risen, highlighting the need for continued focus on targeted interventions to build resilience and promote a positive mindset. This remains a priority to ensure all pupils develop the emotional security required to thrive academically and socially.</p> |
| <p>Pupils' families access support for emotional and financial issues so that pupils are supported in their education and attendance at school.</p> | <p>Families continue to access Early Help services, ensuring pupils receive support for emotional and financial challenges that could impact attendance and learning. Attendance for pupils in receipt of PPF has improved, reflecting the positive impact of these interventions. Additionally, a new Family Support Advisor has been appointed for the 2025/26 academic year, strengthening the school's capacity to provide proactive and sustained support for vulnerable families. This remains a priority to further reduce barriers to education and promote consistent attendance.</p> |
| <p>Supporting the personal development of all disadvantaged pupils through extra-curricular activities and the HLC curriculum. Opportunities are available to disadvantaged pupils to engage in wider opportunities and life experiences.</p> | <p>Disadvantaged pupils have been actively targeted for participation in after-school clubs, small-group tutoring, and enrichment activities, ensuring equitable access to wider opportunities. Educational visits have been subsidised to mitigate rising transport costs, and pupils in receipt of PPF have engaged with experiences in the local area to broaden cultural capital and real-world understanding. These actions support the development of resilience, confidence, and personal growth, aligning with the school's commitment to a rich and inclusive curriculum. Continued monitoring will ensure sustained engagement and impact.</p> |

Externally provided programmes

| Programme | Provider |
|---|--|
| Soundswell SALT Support & Training | Soundswell Speech and Language Therapy Service |
| DoodleLearning (Reading & Maths) | Discovery Education |
| Talk Boost (Early & KS1) | Speech and Language UK |
| NfER Assessments (Reading, Maths & GPS) | National Foundation for Educational Research |
| Times Tables Rock Stars | Maths Circle Ltd. |
| Maths Whizz | Whizz Education |
| IDL | International Dyslexia Learning Group |

Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
|---|
| <p>This year, our Service Pupil Premium funding has been used strategically to provide targeted support for the wellbeing and academic progress of our service children. We recognise the unique challenges faced by pupils from service families and have invested in a range of initiatives to ensure they thrive both academically and personally.</p> <p>A significant portion of the funding has been allocated to staffing roles that provide direct emotional and social support. This includes employing a Pastoral Lead to offer dedicated guidance and care, a School Counsellor to deliver professional counselling services, and an ELSA Lead (Emotional Literacy Support Assistant) to run structured interventions that build resilience and emotional regulation. These roles work collaboratively to create a nurturing environment where service pupils feel supported and understood.</p> <p>To address the frequent transitions experienced by service families, we employ a Transition Lead who ensures smooth integration for pupils moving between schools due to service postings. Additionally, our Family Support Advisor works closely with parents and carers to provide practical assistance and strengthen home-school partnerships, helping families navigate the challenges of service life.</p> <p>Finally, we have expanded the number of after-school club places available to service pupils. This initiative provides opportunities for enrichment, social interaction, and the development of friendships beyond the classroom, contributing to a sense of belonging and stability.</p> <p>Through these measures, we aim to reduce barriers to learning, promote emotional wellbeing, and ensure that every service pupil has the support they need to succeed.</p> |
| The impact of that spending on service pupil premium eligible pupils |
| <p>The targeted use of Service Pupil Premium funding has had a significant positive impact on the wellbeing, engagement, and academic progress of our service pupils. By employing a dedicated</p> |

pastoral team, including a Pastoral Lead, School Counsellor, and ELSA Lead, we have seen improved emotional resilience and confidence among pupils. These roles have provided timely interventions that have reduced anxiety and supported pupils in managing the unique challenges of service life.

Employing a Transition Lead ensures that pupils moving between schools settle quickly and maintain continuity in their learning. This has led to smoother transitions, minimising disruption and helping pupils feel secure and supported from the outset. Similarly, the Family Support Advisor has strengthened relationships between home and school, enabling families to access guidance and resources that promote stability and wellbeing.

Expanding after-school club places for service pupils has increased participation in enrichment activities, fostering friendships and a sense of belonging. This has contributed to improved social skills, higher engagement in school life, and greater overall happiness among service pupils.

As a result of these measures, service pupils are better equipped to cope with the demands of service family life, maintain strong academic progress, and develop the emotional resilience needed to thrive.