

Pupil premium strategy statement – Hall Green Primary

This statement details our school’s use of pupil premium (and recovery 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	420 (R-Y6) 464 (N-Y6)
Proportion (%) of pupil premium eligible pupils	39.29% (420) 35.6% (464)
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
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Gilbert
Pupil premium lead	Alison Gilbert
Governor / Trustee lead	Wendy Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,110
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£232,110

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
3. To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
4. Ensure disadvantaged pupils have access to a broad and balanced curriculum through improved attendance.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and wider opportunities are considered.
- Ensuring that appropriate provision is made for pupils who are vulnerable including socially disadvantaged.
- Employing additional teachers across the school.

Achieving these objectives:

- Ensuring all quality first teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Use of additional teachers in Years 1-6
- Use of highly skilled LSPs for early intervention and catch-up support across the school
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Support payment for activities, music tuition, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support to improve attendance for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Very low baseline attainment on entry (e.g. oral language skills)
2	Low attendance levels and high persistent absentee levels
3	Impact of safeguarding and welfare factors e.g.: <ul style="list-style-type: none"> • Drug and alcohol abuse in the family • Mental health issues in the family including the pupils • Domestic Violence
4	Parental engagement – parenting skills & engagement with learning and the curriculum
5	Limited experience beyond the immediate local community

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
Rapid acquisition of language and communication skills in EYFS, significantly closing the gap between disadvantaged and non-disadvantaged children attaining ARE (Age-related expectations)	60% pupils achieve GLD. 17 PP pupils – 11 pupils minimum to achieve GLD.
Increase % of PP pupils making expected and better than expected progress in order to close attainment gap with non PP children	90% pupils make expected or better progress. Increase of at least 5% ARE from previous year. -
Increase % of HA PP pupils making better than expected progress in order to increase the % PP pupils attaining above expected standards	Increase of 5% compared to previous year.

Increase the attendance levels and decrease persistent absence levels of PP pupils.	Attendance of PP pupils to be 95% (1.7% increase from 2025) Overall attendance to be 95.5% - 0.5% increase from 2025
Provide or facilitate access to the support appropriate to reduce the impact of safeguarding and welfare factors on attendance and attainment.	Safeguarding judged as meeting requirement.
Provision of suitable opportunities for parents to gain knowledge of the curriculum and its delivery, supporting them develop confidence in supporting their children's learning.	Increase in the number of parents attending parent meetings/consultation evenings and school events.
Engagement of pupils in a broad curriculum which ensures that they have the breadth of experiences necessary to enable them to contextualize their learning.	PP pupils to meet individual targets

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 (for example, CPD, recruitment and retention)

Budgeted cost: £127,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of quality teaching and provision to meet needs via: - additional qualified teacher in Y1 to Y6 - reducing size of teaching groups - reduction in size of teaching groups, enabling flexibility to change teaching approaches and	EEF Toolkit– Reduction in class size +3 months additional progress - Reducing class size appears to result in around 3 months additional progress for pupils - Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive - The reduction should be large enough to permit the teacher to	1 5

<p>provide opportunities for different styles of learning (opportunity to reduce one group below 20 pupils)</p> <ul style="list-style-type: none"> - staff training (external & internal) - development of tasks to assess prior knowledge and identify misconceptions early - curriculum adaptation to address gaps and be flexibly responsive to needs arising from lockdown period 	<p>change their teaching approach when working with a smaller class such that the pupils change their learning behaviours (20 or below)</p> <ul style="list-style-type: none"> - Reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches - Benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years. - Some evidence suggests slightly larger effects for lower achievers and, for very young pupils, those with lower socio-economic status. <p>EEF Toolkit</p> <ul style="list-style-type: none"> - Feedback +8 months additional progress - Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort an activity with an outcome. - Feedback has effects on all types of learning across all age groups - Most effective when supported with effective professional development. <p>EEF Toolkit</p> <ul style="list-style-type: none"> - Collaborative learning +5 months additional progress - Structured approaches with well-designed tasks lead to the greatest learning gains - Approaches which promote talk and interaction between learners tend to result in the best gains. <p>EEF Toolkit</p> <ul style="list-style-type: none"> - Reading comprehension strategies +6 months additional progress - Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. 	
--	--	--

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

Budgeted cost: £80,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of intervention targeted to address:</p> <ul style="list-style-type: none"> - Pupils with poor oral language skills - Pupils identified as not making expected progress and/or not attaining expected standards when prior attainment/ assessment indicates that expected standards are attainable - HA pupils identified as not making at least expected progress and/or not attaining above expected standards 	<p>EYFS EEF Toolkit – Communication and Language +6 months additional progress</p> <ul style="list-style-type: none"> • 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. • All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds EEF Toolkit – Oral Language Interventions +5 months additional progress • Oral language interventions aim to support learners’ articulation of ideas and spoken expression. • Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension EEF Toolkit – Phonics +4 months additional progress • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. • Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. EEF Toolkit – Small Group Tuition +4 months additional progress • Intensive tuition in small groups is very effective. 	<p>1 5</p>

	<ul style="list-style-type: none"> • Pupils are usually grouped according to current level of attainment or specific need. • It is important to assess pupils' needs accurately and provide work at a challenging level with effective feedback and support. • The cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools. • Professional development and evaluation are likely to increase the effectiveness of small group tuition. 	

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

Budgeted cost: £38,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding and Attendance Officer holding responsibility to employ strategies to improve attendance and reduce persistent absence by:</p> <ul style="list-style-type: none"> - Initiating and implementing internal strategies - Liaising with the LA Attendance Service • Safeguarding and Attendance Officer to facilitate Early Help provision for families and pupils in need of pastoral support or at risk of Children's Services intervention. 	<p>Children who do not attend school do not access the opportunities to learn or benefit from the provision needs available in school to meet their needs</p> <ul style="list-style-type: none"> • Children with high levels of absence develop gaps in their learning which result in them struggling to make an adequate rate of progress • Children who have high levels of absence often develop a poor self-esteem and are less resilient to failure, resulting in decreased determination <ul style="list-style-type: none"> – less resilient and less successful learners • High rates of absence result in more negative views of school <p>Evidence - Sutton Trust (EEF Toolkit) Parental involvement +3</p> <ul style="list-style-type: none"> • Increasing parental involvement in primary and secondary schools had 	<p>2 3 4</p>

	<p>on average 2-3 months positive impact Evidence - Sutton Trust (EEF Toolkit) - Social and emotional learning +4</p> <ul style="list-style-type: none"> • On average, programmes which involve parent or community involvement show higher effects • Sensitive and targeted intervention may benefit at risk or more vulnerable pupils. • Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline 	
<p>Nurture provision supporting the most vulnerable pupils to develop:</p> <ul style="list-style-type: none"> - social skills - resilience - positive learning behaviours 	<p>Evidence - Sutton Trust (EEF Toolkit) - Social and emotional learning +4</p> <ul style="list-style-type: none"> • Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects. • Programmes of two to six months seem to produce more long-lasting results. • Training of facilitators or professional development improves the impact of programmes • On average, programmes which involve parent or community involvement show higher effects • Sensitive and targeted intervention may benefit at risk or more vulnerable pupils. • Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. • Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline 	<p>3 4</p>

Total budgeted cost: £ 246,753

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025:

- *67% EYFS PP pupils achieved GLD, compared to 55% overall.*

PP pupils targeted, achieved GLD, meeting the targets set in 2024-25.

- *78% PP pupils in Year 1 achieved the standard in Phonics compared to 81% overall.*

There was a 10% increase in phonics scores from the previous year, with a PP increase of 9%. The gap between PP and Non-PP increased by 1% to 3%.

- *40% pupils achieved RWM Combined at the end of KS2, compared to 53% overall.*

This was due to the nature of the cohort as RWM decreased overall by 15%.

PP decreased by 19%. The increase of RWM at the end of KS2 is a specific target for 2025-26.