Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hallfield Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	Termly in December 2025, March 2026 & July 2026
Statement authorised by	Aaron Sumner Executive Headteacher
Pupil premium lead	Claire Dunnet Head of School
Governor / Trustee lead	Full Governing Board

Pupil Premium Grant Strategic Plan: 2025 – 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146,955

Part A: Pupil premium strategy plan

Statement of intent

At Hallfield, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of **all** pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In making provision at Hallfield we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school.

Challenges

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

Hallfield Primary School

Growing, Learning, Achieving Together

Pupil Premium Grant Strategic Plan: 2025 – 2026

Challenge number	Detail of challenge
1	Annual speech and language screening as well as teacher and specialist observations indicates under developed language skills which impede disadvantaged children's access to the curriculum and progress from Reception to Year 6. This includes communication and language needs identified in home language as well as English. Furthermore, a significant proportion of disadvantaged pupils are identified as 'developing competency' in their proficiency of English. This is also a pattern identified in reading age baselines which assess children's ability to read words in context.
2	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Disadvantaged pupils perform less well, compared to non-disadvantaged counterparts, in the year groups 4 – 6. This is evident in teacher assessments and national assessments. These year groups have been impacted by mobility with 52% turnover in 23-24 and 41% turnover in 24-25.
3	Teacher assessments and national assessments indicate that progress gaps between disadvantaged pupils and non-disadvantaged pupils is particularly identified in writing across the school. This includes greater depth.
4	High attainment in phonics for the group disadvantaged does not translate into high reading attainment in KS1, year 3 and 4 without intervention. Baseline reading age assessments, half termly content domain-based reading assessments, reading record monitoring and discussions with pupils suggest disadvantaged pupils have greater difficulties in reading comprehension than their peers and read less widely. This also impacts on greater depth in writing.
5	Internal monitoring, feedback from teachers and monitoring of certain disadvantaged groups demonstrate disengagement with learning e.g. disadvantaged Kurdish and disadvantaged SEND. Discussions with children indicate they have limited engagement with wider enrichment activities, homework and demonstrate low aspiration and self-esteem.

6	Historically, attendance of the group disadvantaged had been persistently below non-disadvantaged. Effective action planning and employment of a welfare officer has kept this above national since 2017. The welfare officer reports that her work with external agencies (e.g. Early Help, Family Lives, School Inclusion Program) predominantly is with the disadvantaged families and this work maintains the improved attendance of the group overall.

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
1	• Improved vocabulary and language skills of disadvantaged pupils	• Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention, triangulated with observations of teachers, book scrutiny and formative assessment. • Reading and writing outcomes of disadvantaged pupils for 2025-2026 are above the floor standard and in line with identified year group targets.

2	• The gap between disadvantaged and non-disadvantaged pupils is significantly reduced in Years 5 and 6. Maintain diminished gap in other year groups through continued targeted support.	• Book scrutiny and moderations internally and externally identify little difference in outcomes between the groups. • Autumn and Spring term outcomes show accelerated progress for the group disadvantaged in Year 6. • Outcomes for disadvantaged pupils shows that there is <5% gap by Spring term, across all subjects.

3	• Improved writing attainment, including attainment at greater depth, for disadvantaged pupils in KS1 and KS2.	• The difference between disadvantaged and non-disadvantaged pupils' attainment in writing is less than 10% in Y1-3, < 5% in Year 4 and 5 by Summer 2026 and non-existent in Year 6. • Disadvantaged pupils' end of Key Stage 2 attainment is in line with national 'other'. • All disadvantaged pupils who show depth at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of homegrown children making accelerated progress across the key stages to attain GDS in Year 6.
4	• Improve reading outcomes for the group disadvantaged in Years 5 and 6.	• Disadvantaged pupils who achieve phonics in Year 1 achieve the expected standard in Year 2 and Year 3. • Disadvantaged pupils who achieved the expected standard at the end of KS1 will continue to achieve expected in years 3-5. • 75% of homegrown disadvantaged pupils in Year 3-5 achieve the expected standard in reading.

5	• To improve outcomes for identified underperforming groups	• Lesson observations, book scrutiny and pupil voice show improvements in the quality of children's work (e.g. presentation, handwriting, productivity) • Homework and reading records are completed by these groups consistently. • Outcomes across all year groups demonstrate <5% gap between groups by summer 2026 for homegrown children.
6	• A minimum attendance of 96% for all pupils, particularly the disadvantaged pupils is maintained.	There is sustained attendance in line with or above national. • Increased parental engagement for identified disadvantaged groups (for example attendance at parent meetings) • Overall attendance for the group disadvantaged is >96% and there is no gap between disadvantaged and non-disadvantaged pupils
7	• To reduce the impact of mobility on the homegrown disadvantaged pupils.	• Homegrown disadvantaged pupils attain in line with 'other'

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 (CPD, recruitment and retention)

Budgeted cost: £58,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a range of evidence-based interventions, and universal SaLT interventions. These will have an emphasis on vocabulary and strategies. Interventions will consist of timely assessments to identify disadvantaged pupils, cultural groups and more able pupils.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff. Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support. Where targeted TA intervention for multiplication recall was overseen by the maths lead, children made rapid progress and achieved high scores on the MTC, particularly disadvantaged prior low attainers.	1, 2, 3, 4, 5

Funding release time for teachers to participate in pupil progress meetings which provide advice and CPD on the best interventions to meet individual and collective pupils' needs. These meetings involve the Inclusion and Interventions Team, AHTs and HOS who share individual targets, end of previous year outcomes and gap information to plan Wave 1 interventions with teachers and timetable Wave 2 targeted interventions with trained teaching assistants. These will be overseen by the interventions team and class teachers. This review is repeated each term with ongoing monitoring and support for teachers and teaching assistants by the Interventions Team.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support. EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.	1, 2, 3 ,4, 5
Continued focus on oracy across the school to make improvements to children's vocabulary and articulation. The English team aims to support CPD both internal and external to improve the outcomes for disadvantaged pupils in greater depth writing and disadvantaged pupils' phonics in Year 2. Funding will support the release time of the team to help colleagues across the school and attend writing moderator training.	Observations of a teacher involved in this CPD have shown significant improvement in the quality of teaching and learning. Specific strategies taught were evident in the Year 6 moderation of writing by the Local authority in June 2024. As a result of ongoing oracy-focused professional development, an external oracy consultant observed that teachers were consistently using a variety of effective strategies to support children's speaking, listening and writing skills. This was also evident in the quality of writing in children's books.	1, 2,3,4 5

Targeted teacher PPA support and team-teaching with the LOL/AHT to ensure that teachers continue to provide effective scaffolding for disadvantaged and disadvantaged SEND children. Planning support will help identify gaps in learning for disadvantaged pupils. Funding will be used to provide release time for LOL/AHT to support with and monitor teaching, to ensure that the attainment and progress gap between disadvantaged and non-disadvantaged pupils is closed.	In previous years, weekly teacher planning support and team-teaching opportunities with a focus on Quality First Teaching strategies have significantly enhanced teachers' pedagogy and subject knowledge. These improvements have had a positive impact on children's learning, leading to accelerated progress. Teachers receive support in planning sequences of lessons, targeting gaps within learning, supporting assessment of learning, moderating outcomes, preparing and planning for interventions. Quality first teaching was found by the Sutton Trust to have the highest impact on children's outcomes.	1,2,3,4
Professional development meetings, Federation working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders (including writing lead). For example, focusing across the partnership on a shared focus area of improving writing outcomes, particularly for disadvantaged pupils and for greater depth. Funding will be allocated for release time of subject leaders, moderator training and teacher CPD across the partnership to implement and monitor improvements to the teaching of writing. Allocating time to teachers across the Federation to conduct gap analysis and moderation facilitated by	Ofsted research (summary 2019) shows the importance of long-term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life.' Quality first teaching was found by the Sutton Trust to have the highest impact on children's outcomes.	1, 2, 3, 4

externally trained partnership moderators will also be funded.		
Enhancing the enrichment offer and opportunities aimed at disadvantaged pupils to increase their wider knowledge of the world. Funding will be used to provide release time for the Enrichment Lead to plan, organise and monitor the impact of a range of enrichment opportunities. Disadvantaged pupils will be targeted for these enrichment opportunities to enhance their cultural capital experiences.	Learning is contextualised in concrete, rich, first-hand experiences. Ofsted research 2019 places an emphasis on improving cultural capital opportunities for disadvantaged pupils.	1,2,5
Subject specific teachers to ensure disadvantaged children are taught a broad and ambitious curriculum with a focus on vocabulary and strategies. In addition, the school's PPA model to continue to focus on planning support for scaffolds to help meet the needs of SEND disadvantaged children.	Quality first teaching was found by the Sutton Trust to have the highest impact on children's outcomes. Through wave 1 targeted teaching precise scaffolds are planned for children to meet the expectations of the lesson.	1, 2, 3, 4, 5

Targeted academic support (targeted teaching, one-to-one support, structured interventions)

Budgeted cost: £76,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a range of evidence-based targeted and universal SaLT interventions with a	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support	1, 2, 3, 4,

focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups. Fund training for new staff and additional current staff to deliver evidence-based speech and language therapies.	highly qualified teachers to deliver targeted support and our universal speech and language offer. Pre and post assessments of SaLT interventions show progress made by children in receipt of these interventions and gains maintained.	
Continuous weekly monitoring of effectiveness of interventions from AHT to identify outcomes of interventions and impact on progress and attainment of disadvantaged children. Colleagues to receive guidance and support to help target the gaps in learning for SEND disadvantaged.	EEF lists the following intervention impacts as: • Reducing class size as +2 • Mastery learning +5 • Metacognition and self-regulation +7 • Phonics interventions +5 • Reading comprehension strategies +6 • Small group tuition +4	1,2, 3, 4, 5
Reading intervention team to support targeted disadvantaged pupils in Years 1, 2 and 3 based on diagnostic baseline assessments conducted in the first 2 weeks back in school, as well as considering those disadvantaged pupils who did not pass the phonics screening in Year 1 and 2.	Adopted reading interventions and other evidence-based English interventions have had a proven impact on narrowing the gap and accelerated progress (FFT, BRP, toe by toe) seen in pre and post assessments and in the classroom. EEF impact for: reading comprehension strategies is +6 months phonics interventions is +5 months	1, 2, 3, 4, 5

After school boosters delivered by teachers for Year 6 children to target specific gaps in reading and maths.	Boosters across 2024-2025 accelerated progress for targeted children in Year 6. EEF (2021) indicates the positive impact of targeted intervention in small groups by trained staff.	2, 3
Dedicated TA and HLTA support, particularly focusing on KS2, for delivering interventions based on early and continuous assessment, such as SALFORD reading baseline, which target children for established and proven interventions. Including: ➢ Talk boost ➢ Narrative speech and language boosts ➢ Reading recovery intervention ➢ FFT / BRP ➢ RWI catch up program ➢ Homework club after school ➢ Number Sense	EEF lists the following intervention impacts as: • Reducing class size as +2 • Mastery learning +5 • Metacognition and self-regulation +7 • Phonics interventions +5 • Reading comprehension strategies +6 • Small group tuition +4	1, 2, 3, 4, 5
Parental engagement embedded across the whole school to target parents in key disadvantaged cultural groups. Funding will be used to release a member of Admin staff to facilitate parental engagement groups for 1 hour a week.	Internal data shows that certain year groups are not making expected or accelerated progress – particularly in upper KS2. Feedback from teachers, monitoring of reading records and discussions with pupils is that pupils in these groups are not completing homework or reading at home. This impacts retention of learning.	2, 3, 4,5

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £44, 763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining enrichment opportunities across the school, including through Children's University with the creation of an enrichment lead role. Additional activities funded such as theatre trips and after school cubs run by staff funded 50% through PPG.	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1, 2, 3 ,4,5
Welfare team in place to target disadvantaged families to improve or maintain attendance and punctuality above national average of 96%	The welfare team raised attendance of disadvantaged pupils through engagement with wider agencies and robust action planning to maintain good attendance for this group compared to historical attendance. This is best maintained through the continued actions of the welfare team.	5, 6
Heavily subsidised trips, visits, workshops and performances. Proactive seeking of funding and free / low cost opportunities.	Our pupils need a context for learning and a stimulus to trigger their interest.	1, 2, 3, 4, 5
Pupils have access to therapeutic services and a designated welfare team in school. Funding will be used to release an ELSA-trained TA to run the interventions.	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.	1, 3, 5, 6
Heavily subsidised breakfast and after school clubs	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum.	1, 2, 3, 5

	A heavily subsidised breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.	
Intervention and welfare team to have an overview of behaviour with Inclusion Manager dedicating specific time to reviewing incidents and proactive actions.	In line with the school's trauma-informed approach, the welfare team have weekly welfare meetings to analyse and identify behaviour patterns with different lenses. In addition, the new guidance on the behaviour policy tackles new areas that require dedicated attention. Low level behaviour is known to impact on outcomes for all children. Behaviour interventions are found to have +4 month impact on outcomes for children.	3, 5, 6
After school clubs delivered by teachers, external agencies and TAs such as sports clubs, homework clubs and creative clubs to support an enrichment offer and opportunities aimed at disadvantaged pupils to increase their wider knowledge of the world.	Ofsted research 2019 places an emphasis on improving cultural capital opportunities for disadvantaged pupils.	1,2, 5
Role of Behaviour Mentor to focus on supporting children with SEN needs specifically SEMH including a proportion of disadvantaged. Targeted support for these children both in and out of class reduces the impact on all children including disadvantaged to ensure attainment and progress is in-line with school expectations.	EFF (June 2021) shows in the impact of targeted behaviour support as +4	2,3,5

Total budgeted cost: £180,453

Part B: Review of outcomes in the previous academic year

Y6 2024-2025	**Hallfield Disadvantaged**	**National Outcomes for 'All'**
% reaching age related expectations in Reading, Writing and Maths	43%	62%
% meeting standard or above in reading	64%	75%
% meeting standard or above in writing	43%	72%
% meeting standard or above in maths	50%	74%
Y2 2024-2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**
% reaching age related expectations in Reading, Writing and Maths	77%	53%
% meeting standard or above in reading	85%	53%
% meeting standard or above in writing	77%	53%
% meeting standard or above in maths	77%	53%
Y1 2024-2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**
% meeting standard or above in reading	77%	64%
% meeting standard or above in writing	69%	64%
% meeting standard or above in maths	77%	64%
Y3 2024-2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**
% meeting standard or above in reading	85%	47%
% meeting standard or above in writing	77%	47%
% meeting standard or above in maths	85%	47%
Y4 2024-2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**

% meeting standard or above in reading	58%	60%
% meeting standard or above in writing	75%	80%
% meeting standard or above in maths	58%	60%
Y5 2024-2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**
% meeting standard or above in reading	64%	46%
% meeting standard or above in writing	43%	46%
% meeting standard or above in maths	46%	46%
EYFS 2024-2025	**Hallfield Disadvantaged pupils**	**National Non-disadvantaged**
% meeting GLD in reading	89%	89%
% meeting GLD in writing	89%	72%
% meeting GLD in maths	89%	83%

Current Y6

	Y1 2021		Y2 2022		Y3 2023		Y4 2024		Y4 2024 Progress		Y5 2025		Y5 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	60%	60%	60%	53%	43%	39%	50%	47%	86%	80%	59%	64%	79%	85%
Writing	53%	60%	50%	41%	31%	28%	37%	33%	86%	80%	48%	43%	72%	78%
Mathematics	40%	40%	55%	53%	40%	39%	40%	40%	90%	80%	48%	46%	78%	78%

Current Y5

	EYFS 2021		Y1 2022		Y2 2023		Y3 2024		Y3 2024 Progress		Y4 2025		Y4 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	%	75%	60%	53%	70.6%	60%	80%	67%	96%	91%	77%	75%	91%	92%
Writing	%	75%	55%	51.6%	56%	40%	60%	50%	84%	83%	59%	58%	87%	92%
Mathematics	%	75%	56%	51.6%	59%	67%	64%	50%	92%	83%	64%	58%	91%	92%

Current Y4

	EYFS 2022		Y1 2023		Y2 2024		Y2 2024 Progress		Y3 2025		Y3 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	%	75%	64%	71%	69%	80%	86%	87%	63%	85%	86%	100%
Writing	%	75%	55%	52%	59%	67%	72%	82%	60%	77%	97%	100%
Mathematics	%	75%	56%	57%	66%	80%	86%	87%	63%	85%	94%	100%

Current Y3

	EYFS 2023		Y1 2024		Y1 2024 Progress		Y2 2025		Y2 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	74%	75%	69%	80%	93%	93%	69%	85%	76%	93%
Writing	74%	75%	58%	60%	93%	93%	66%	77%	69%	84%
Mathematics	59%	75%	69%	73%	97%	100%	66%	77%	73%	77%

Current Y2

	EYFS 2024		Y1 2025		Y1 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS
Reading	71%	69%	71%	77%	91%	92%
Writing	71%	69%	67%	69%	92%	92%
Mathematics	71%	69%	71%	77%	91%	92%

Current Y1

	EYFS 2025	
	ALL	DIS
Reading	66%	73%
Writing	66%	73%
Mathematics	72%	73%

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Please also refer to our Education Endowment Funding Toolkit: Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)