



HINDLEY GREEN

Community Primary School

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 outcomes for disadvantaged pupils last academic year.

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School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	32%
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)	2024 to 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chloe Fletcher
Pupil premium lead	Chloe Fletcher
Governor / Trustee lead	Kate Flood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
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>	£143,925

Part A: Pupil premium strategy plan

Statement of intent

We will adopt a tiered approach to Pupil Premium spending to ensure a balanced and strategic focus on:

- Continually improving high-quality teaching for all pupils,
- Providing targeted academic support for those who need it most,
- Implementing wider strategies to address non-academic barriers to learning.

By investing in professional development and utilising the expertise of our newly appointed Director of Talent and Educational Development, we aim to enhance teacher knowledge, pedagogical skills, curriculum development, and the purposeful use of assessment. This will ensure that effective teachers lead every class and that all staff are supported to continually improve their practice.

Through our 'Team Around the Child' approach, we prioritise children who are not currently on track to meet expected standards. Those requiring additional support will access bespoke, targeted interventions through high-quality teaching, facilitated by our expert SENDCo and the strategic deployment of teaching assistants. We are committed to fostering a fully inclusive learning environment by implementing the SEND policy rigorously and maintaining effective communication with parents, teachers, and external professionals. Small group and one-to-one interventions will provide focused teaching on specific learning outcomes to accelerate progress.

Beyond academic support, we will address wider barriers to learning, including attendance, behaviour, and social and emotional development. Our Pastoral Lead will deliver one-to-one and small group support to promote effective learning behaviours and positive long-term outcomes.

Using our Attendance Pathway, we aim to improve overall attendance and reduce persistent absenteeism. The Attendance Champion, working alongside the Pastoral Lead, will provide consistent support and challenge to families where attendance is a concern. Additionally, we offer a free nurture breakfast at the start of each school day to support our most vulnerable and hardest-to-reach children.

We will also offer a varied menu of extra-curricular activities designed to increase engagement, foster a love of learning, and support the development of lifelong learners.

Raising the achievement of disadvantaged pupils is the responsibility of all staff. Our Pupil Premium strategy is fully integrated with the school development plan, reflecting this shared commitment.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are not in line with disadvantaged children nationally.
2	Assessment data shows that EYFS disadvantaged pupils on entry are below non-disadvantaged pupils.
3	Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.
4	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as non-disadvantaged pupils.
5	Some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.
6	There has been an increased requirement for access to pastoral support and early help for some disadvantaged families with regards to social, emotional and mental health needs.

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
Disadvantaged pupils make at least expected progress (in line with the	Monitoring and evaluation demonstrate that the majority of teaching across the school is effective or highly effective.

<p>demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions.</p>	<p>For the seven ECTs and apprentices, monitoring indicates that most teaching meets or exceeds the expectations appropriate to their career stage.</p> <p>In reading, writing, and mathematics, a significant proportion of disadvantaged pupils make expected progress aligned with the curriculum demands, with many achieving better than expected progress between assessment points, which supports their catch-up with peers.</p> <p>Furthermore, in statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils nationally.</p> <p>Persistent absence rates for disadvantaged pupils are at least in line with non-disadvantaged pupils nationally.</p>
<p>Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.</p>	<p>Analysis of reading fluency interventions indicates that disadvantaged pupils are making increasing progress in becoming fluent readers.</p> <p>Assessment and monitoring data demonstrate that disadvantaged pupils are keeping pace with the curriculum demands in reading comprehension.</p> <p>Pupil voice and monitoring of reading habits confirm that all disadvantaged pupils read regularly and are developing a genuine love of reading.</p> <p>Furthermore, teaching and learning evaluation findings show that disadvantaged pupils, particularly those with multiple vulnerabilities, are able to fully access the CUSP curriculum, resulting in improved retention of knowledge and vocabulary.</p>

Increased access to a wide range of curricular and extra-curricular experiences	Most disadvantaged pupils participate in curricular experiences. Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.
Disadvantaged pupils and their families benefit from pastoral care and assistance	Tracking of behaviour data and SEMH shows that incidents involving disadvantaged pupils continue to decrease. Cases studies evidence the positive impact of early help interventions.

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: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and support.	EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i> . Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes. EEF +6 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be	1, 2, 4 & 5

	<p>capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +4</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored— particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum— will be more effective.</p>	
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<p>Senior leaders and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing less confident subject leaders through coaching and mentoring and signposting to relevant research.</p>	<p>Our curriculum design and implementation is underpinned by research including:</p> <ul style="list-style-type: none"> • The EEF's metacognition and selfregulated learning strategies • Willingham's Simple Model of Memory • Generative Learning Strategies for retrieval and learning • Sweller's Cognitive Load Theory • Building Strong Schemata • Rosenshein's Principles of Instruction • Bjork and Bjork's Desirable Difficulties • Ebbinghaus' Forgetting Curve <p>Senior leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	<p>1, 2, 4 & 5</p>
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Purchase and implement the Little Wandle SSP to ensure all children secure strong foundations in reading.	EEF – Phonics – Teaching and Learning Toolkit Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	1, 2 & 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,596.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable them to make at least expected progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1, 2 & 4
Small group language intervention (e.g. WellComm) and 1:1 support from Director of Inclusion and Vulnerabilities, Head of SEND, Expert SENDCo's, Director of EYFS, Trust Phonics Lead	EEF +6 research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	1, 2 & 4

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

Budgeted cost: £40,402.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Coordinator to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.</p>	<p>Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.</p>	<p>1, 2, 3, 5 & 6</p>
<p>Introduce the ASTAR attendance platform to track attendance and collaborate with families to address and overcome barriers that hinder regular school attendance.</p>	<p>Research from the EEF shows that engagement strategies that focus on improvement to ensure equity is the most successful way to raise school attendance.</p>	<p>1 & 3</p>
<p>Fully embed the Attendance Pathway and implement rewards and incentives to reinforce the school attendance strategy.</p>	<p>EEF - The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.</p>	<p>1 & 3</p>
<p>Pastoral Coordinator to provide 1:1 and small group intervention to support pupils with</p>	<p>EEF research shows that social and emotional learning and improved self regulation has a positive impact on attainment.</p> <p>EEF (+5)</p>	<p>5</p>

<p>self regulation and understanding of emotions. This support will extend to families where needed.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	
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Total budgeted cost: £143,999.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

EYFS GLD 2024-2025

- 56% of disadvantaged children at our school achieved a Good Level of Development, which is 6% higher than the national average of 50% for this group. Being 6% above the national average indicates strong practice in early years provision and targeted support for disadvantaged pupils.

Year 1 Phonics Screening Check 2024-2025

- 86% of disadvantaged children at our school passed the PSC, significantly outperforming the national average of 67% and the local authority average of 65% for this group. Being nearly 20% above the national average suggests that targeted strategies and high-quality phonics provision are successfully supporting early reading skills.

End of KS2 2024-2025

- 78% of disadvantaged children achieved the expected standard in Reading, placing us 8% above the local authority average of 65% and 13% higher than the national average figure of 63% for this group. Being notably above these averages suggests that our school's strategies for supporting disadvantaged children in reading are effective.
- 89% of disadvantaged children achieved the expected standard in Writing, which is 18% higher than the local authority average of 62% and 27% above the national average of 59% for this group. This outstanding performance highlights the school's exceptional success in supporting disadvantaged pupils to meet writing standards well beyond local and national averages.
- 83% of disadvantaged children achieved the expected standard in Maths, which is 19% higher than the local authority average of 64% and 22% above the national average of 61%. Achieving such a substantial margin above these averages suggests effective teaching approaches, targeted interventions, and a well-tailored CUSP curriculum that meets the needs of disadvantaged learners.
- 78% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

Monitoring and evaluation records demonstrate that most teaching across the school is consistently effective or highly effective, contributing to strong pupil outcomes. Where any weaknesses in teaching are identified, these are addressed promptly through targeted

support and are closely monitored to ensure rapid improvement. Where ECTs and teaching apprentices are employed, their teaching standards are mostly aligned with the national career framework. Progress towards meeting these standards is regularly reviewed through structured appraisal and mentoring processes to ensure consistent professional development and high-quality teaching.

The Pastoral Coordinator – alongside the Attendance Champion and under the direction of our Attendance Pathway model - have rigorously tracked attendance data, working closely with families to identify and address barriers to attendance. Support has included targeted communication such as letters, meetings, and the provision of in school ‘nurture breakfast’ places. Fixed penalty notices are only issued as a last resort, after all early help avenues have been thoroughly exhausted.

Improving attendance and reducing persistent absenteeism among disadvantaged pupils remains a key whole-school priority, reflecting its critical impact on attainment and wellbeing.

A range of pastoral support initiatives - including nurture breakfast, therapy dog sessions, Lego therapy, and Drawing & Talking interventions - have positively influenced pupil wellbeing. School records confirm that high-quality support and guidance are consistently offered to pupils in need.

Case studies provide clear evidence of the positive impact of 1:1 support and targeted behavioural interventions on individual pupils, demonstrating the value of early help approaches.

Participation rates in after-school sports clubs are improving; however, school leaders remain committed to further increasing attendance among disadvantaged pupils to promote wider engagement and enrichment through rigorously tracking attendance.

Disadvantaged children benefit from a rich and varied programme of experiences, ensuring access to opportunities that might otherwise be unavailable to them, thereby supporting their personal development and aspirations.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SHOWBIE	
TTRS	

ELS	
CUSP	
Grammarsaurus	
Jigsaw	
Century Tech	
Testbase	
Get Set for PE	