

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 | Hallbrook Primary School |
| Number of pupils in school | 169 (January 2025 Census) |
| Proportion (%) of pupil premium eligible pupils | 15.26 (January 2025 Census) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Hallbrook LGC |
| Pupil premium lead | Tim Barrow |
| Governor / Trustee lead | Emma Harrop (Governor) |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £38247.50 |
| 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 | £38247.50 |

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school's core improvement plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Creating a sense of belonging for these children

Challenges

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

| Academic barriers to attainment | Non-academic barriers to attainment |
|---|-------------------------------------|
| Phonics and Reading | Regulation in lessons |
| Writing: outcomes across the school | ACEs and parental situations |
| Fluency of maths: number and calculations | Self-esteem and aspirations |
| High correlation between pupil premium eligible children and SEND needs | Individual attendance in 24/25 |

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 |
|---|--|
| <p>High quality teaching</p> <ul style="list-style-type: none"> • A curriculum for all which allows children to build schemas of knowledge. • Staff secure in their understanding of working memory and skilled at developing this in children. • Children secure in curriculum fundamentals. | <ul style="list-style-type: none"> • Curriculum documentation which is clear in sequence, knowledge, skills and vocabulary and is accessible for all groups of learners. • Staff able to build schemas of learning with pupils so that they can explain how knowledge links together. • Children fluent in the curricular fundamentals so that the outcomes of PP children match their peers. |
| <p>Targeted Academic Support</p> <ul style="list-style-type: none"> • Pupils who fall behind in early reading have intensive phonics intervention to allow them to close the gap and learn to read. | <ul style="list-style-type: none"> • GLD at national and outcomes of disadvantaged pupils are in line with their peers. • PSC data is above national averages. Disadvantaged pupils |

| | |
|---|---|
| <ul style="list-style-type: none"> • Children whose scaled scores fall below working in year group expectations are given intervention to improve outcomes. • Retrieval, reading fluency, number and calculation as fundamentals score highly in assessments and catch up is targeted around these. | <p>achieve above the national average for their group. The gap between the groups remains narrow.</p> <ul style="list-style-type: none"> • Times table check above national average for full marks and average score. Narrow gap between disadvantaged pupils and their peers. • Outcomes of KS2 assessments at national and outcomes for disadvantaged pupils are in line with their peers. • Internal data shows attainment in line with KS2 national averages and outcomes for disadvantaged pupils are in line with their peers. |
| <p>Wider Support</p> <ul style="list-style-type: none"> • Behaviour incidents are reduced especially around our most vulnerable pupils. Children are engaged at lunch times. • Pastoral interventions improve mental health and wellbeing through measurable impacts. • Families in need have access to breakfast and after school club provision. • Extracurricular club and enrichment financial support. • Parental support. | <ul style="list-style-type: none"> • Behaviour trends show no disparity between vulnerable pupils and their peers. • Behaviour incidents reduce across the school in and outside the classroom. • Attendance of disadvantaged pupils is high and children feel positive about school. • Pupil interviews of disadvantaged pupils show positive views of school and safety. • Attendance at clubs is high for pupil premium children. • Barriers identified for PP children are reduced. |

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)

No cost from PP budget: SIL and John Tomsett comes from central funding. Staff CPD not costed to PP spending but used to improve teaching.

| Activity | Evidence that supports this approach | Challenge addressed |
|--|---|--|
| Staff meeting CPD sessions on curriculum development. | Use reliable research evidence to support your strategy EEF | Phonics and reading Maths fluency |
| Use of SIL to improve subject leadership and CPD around curriculum delivery. | | Phonics and reading Maths fluency |
| John£17964.35 Tomsett: What makes great teaching? | | Self-esteem and aspiration. Attendance. |

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

Cost from PP budget: £17964.35

| Activity | Evidence that supports this approach | Challenge addressed |
|---|---|--------------------------------------|
| Phonics group year 1 and year 2 booster | Use reliable research evidence to support your strategy EEF | Phonics and reading |
| Year 6 maths and reading tutoring | | Maths fluency Phonics and reading |
| TTRS booster | | Maths fluency |
| Reading group booster | | Phonics and reading |
| Spelling booster | | Writing: outcomes across the school |
| Colourful Semantics group work | | Writing: outcomes across the school |

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

Cost from PP budget: £20,283.15

| Activity | Evidence that supports this approach | Challenge addressed |
|--|---|--|
| Extra-curricular club offer. | Use reliable research evidence to support your strategy EEF | Self-esteem and aspirations ACEs and parental situations Individual attendance in 24/25 |
| Pupil bursary | | Self-esteem and aspirations ACEs and parental situations Individual attendance in 24/25 |
| Pastoral Support and intervention | | Self-esteem and aspirations Regulation in lessons ACEs and parental situations Individual attendance in 24/25 |
| Lunchtime behaviour and Pastoral Support | | Self-esteem and aspirations Regulation in lessons ACEs and parental situations Individual attendance in 24/25 |

Total budgeted cost: £38247.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Strategies around improving pupil outcomes, pastoral support and wider targeted support has ensured that our FSM6 attendance stays above national average.

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend |
|---------|--------|--------|----------|-------------------------------|------------------------|
| 2024/25 | 23 | 93.6% | 92.6% | Close to average | Relative decline |
| 2023/24 | 21 | 94.1% | 92.0% | Above | Relative improvement |
| 2022/23 | 16 | 92.6% | 91.6% | Close to average | Relative decline |

This includes a downward trend of the number of FSM6 pupils who are PA.

| Year | Cohort | School | National | National distribution banding | Trend | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2024/25 | 23 | 17.4% | 24.4% | Below (non-sig) | No sig change | - |
| 2023/24 | 21 | 19.0% | 27.1% | Below (non-sig) | No sig change | - |
| 2022/23 | 16 | 31.3% | 29.3% | Close to average (non-sig) | No sig change | - |

Data (pre data checking adjustment 2025 +6% for remark)

Disadvantaged pupils - Reading expected standard

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | |
| 3-year | 12 | 50% | 62% | Below (non-sig) | 80% | -30 | Not applicable | Not applicable |
| 2025 | 4 | 75% | 63% | Small cohort | 81% | -6 | Suppressed | High - SEN |
| 2024 | 5 | 20% | 62% | Small cohort | 80% | -60 | Suppressed | - |
| 2023 | 3 | 67% | 60% | Small cohort | 78% | -12 | Not available | - |

Above national and gap suppressed between FSM6 and those who are not. Correlation between SEND and PP did not affect this. This included 50% of FSM6 children have EHCPs. Targeted intervention around this has had huge measurable impact especially year on from 2024.

Disadvantaged pupils - Writing expected standard

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | |
| 3-year | 12 | 33% | 59% | Below (non-sig) | 78% | -44 | Not applicable | Not applicable |
| 2025 | 4 | 25% | 59% | Small cohort | 78% | -53 | Suppressed | High - SEN |
| 2024 | 5 | 40% | 58% | Small cohort | 78% | -38 | Suppressed | - |
| 2023 | 3 | 33% | 58% | Small cohort | 77% | -44 | Not available | - |

Identifies as area of greatest weakness. Need to look at strategy to now focus on addressing this. Trend shows that it is an area of concern in average. This is impacting on RWM EXS combined. 50% of FSM6 also had EHCPs.

Maths remarks (FSM6 up to 50%)

Disadvantaged pupils - Mathematics expected standard

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend | |
| 3-year | 12 | 33% | 60% | Below (non-sig) | 80% | -46 | Not applicable | Not applicable |
| 2025 | 4 | 25% | 61% | Small cohort | 80% | -55 | Suppressed | High - SEN |
| 2024 | 5 | 40% | 59% | Small cohort | 79% | -39 | Suppressed | - |
| 2023 | 3 | 33% | 59% | Small cohort | 79% | -46 | Not available | - |

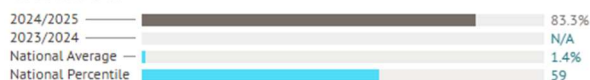
With remark, 50% of children reached EXS. This would close gap and be up on previous years. All 4 children received targeted support. No FSM6 child was on track to pass at the beginning of the year.

KS1 phonics data

Year 1 Phonics Screening Check: Meeting Expected Standard

2024/2025

83.3%



Year 1 Phonics Screening Check: Not Meeting Expected Standard

2024/2025

16.7%



| | | |
|------------------------|-------|-----|
| Pupil Premium Eligible | 83.3% | N/A |
| Not Pupil Premium... | 83.3% | N/A |

Targeted support interventions meant that 100% of children in 2024/25 left year 2 having passed the PSC. In year 1, there was no gap between FSM6 and those who are not. Intervention saw huge improvements for the most disadvantaged children from the start to the end of the year.

Year 4 MTC

| Cohort full marks | Cohort average score |
|-------------------|----------------------|
| 45% | 22.5 |
| PP full marks | PP average score |
| 66% | 22.3 |

Targeted interventions saw minimal average score difference between FSM6 and those who are not. There was a positive gap in the favour of FSM6 children for those who scored full marks. This reflected the quality of targeted support and improved quality first teaching.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------|---------------------|
| Colourful Semantics | Structural Learning |