

# Pupil premium strategy statement – Hayes Primary School

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	577
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sam Howell
Pupil premium lead	Steph Larkman
Governor / Trustee lead	Corinne Sheehan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,424
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£51,424

# Part A: Pupil premium strategy plan

## Statement of intent

We set high targets for all our children and we support every child in achieving their very best. We aim to excite children about their learning and motivate them to develop their knowledge and understanding. We are a very supportive school and are determined to ensure that all our children are given every chance to realise their full potential.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these.

We recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

A designated member of the senior leadership team takes responsibility for Pupil Premium. We have researched best practice and effective strategies to inform decisions about our spending such as:

- Ensuring that spending is directly linked to closing gaps in attainment
- Developing our assessment system to identify gaps in learning
- Making use of our own data to expand existing interventions
- Ensuring there is quality first teaching on a day to day basis
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promoting reading through engaging text
- Developing a nurturing approach to help to remove barriers to learning

Given the small proportion of pupils eligible for Pupil Premium, funding is intentionally focused on high-impact staffing and personalised support, ensuring barriers to learning are identified early and addressed effectively.

## Challenges

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

Challenge number	Detail of challenge
1	Many children enter school with a low level of oral language and early reading skills. This is more prevalent in Pupil Premium children.

2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register.
3	Attendance and punctuality of Pupil Premium children is generally lower than their peers.
4	There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic violence and parental anxiety.
5	Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health.
6	Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

## 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
Improved oral language and early reading skills for Pupil Premium children.	<p>The achievement of Pupil Premium children in EYFS GLD will match or exceed national averages and the gap between Pupil Premium and their peers will be reduced.</p> <p>The number of Pupil Premium children passing the Year 1 phonics check will increase.</p> <p>At the end of each key stage, there will be no identified significant gaps between Pupil Premium and their peers.</p>
SEND and Pupil Premium children are supported to make good progress.	Pupil Premium and SEND children make good progress from their starting points and progress is in line with their peers.
Improved attendance and punctuality for Pupil Premium children to make sure that it is above national averages.	The percentage of Pupil Premium children classed as persistently absent is not greater than that of their peers, which is less than the national average.
For families to be sign posted to external agencies for support.	Families feel confident to ask the school for advice.
For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise.	<p>Pupil Premium children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p> <p>Physical and mental wellbeing of all pupils is well supported within the school.</p> <p>Children understand the importance of</p>

	making positive choices to engage in a healthy lifestyle.
Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations.	Children are able to talk confidently about their learning. They demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in extra-curricular clubs by Pupil Premium children.

## 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: £2,779.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.  £2030	Research from the Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
Further development and embedding of the teaching of handwriting through the consistent use of Letterjoin, including explicit modelling of correct letter formation, opportunities for team teaching and coaching, and regular review of handwriting provision to ensure consistency and progression across the school.  £529.20	Evidence shows that disadvantaged pupils benefit particularly from explicit, systematic instruction and consistent teaching approaches. The Education Endowment Foundation highlights that clear modelling, guided practice and high-quality teaching have a strong impact on outcomes for pupils eligible for Pupil Premium. A whole-school handwriting scheme such as Letterjoin reduces cognitive load by securing letter formation and fluency, enabling pupils to focus on the content of their writing. Consistent expectations across classes, alongside team teaching and coaching, improve the quality of delivery and help prevent gaps in writing and presentation from widening over time for disadvantaged pupils.	2, 6
Implementation and sustained use of Times Tables Rock Stars, NumBots and the Statistics bolt-on to	Secure number fluency is a key foundation for success in mathematics. Evidence from the <b>Education Endowment Foundation</b> indicates that frequent, low-stakes practice and retrieval	2, 6

<p>support the systematic development of number fluency. These programmes are used regularly across the school to provide structured, progressive practice in key mathematical facts, with opportunities for repetition, immediate feedback and targeted support. Teachers use the built-in data to identify gaps, adapt teaching and provide timely intervention for pupils eligible for Pupil Premium.</p> <p>£220.10</p>	<p>of core knowledge supports long-term retention and reduces cognitive load, particularly for disadvantaged pupils. Digital programmes such as Times Tables Rock Stars and NumBots provide high-engagement, adaptive practice, helping PP pupils to build confidence, accuracy and automaticity. The use of assessment data to inform teaching and intervention further supports narrowing gaps in attainment by ensuring misconceptions are identified and addressed early.</p>	
---	---	--

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £35,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A full-time Pupil Support Lead to provide targeted support for pupils with identified social, emotional and behavioural needs, with a strong focus on developing positive learning behaviours. The role includes working closely with families to build relationships and signpost to appropriate internal and external support, ensuring barriers to learning are</p>	<p>Evidence from the Education Endowment Foundation indicates that social and emotional learning approaches have an average impact of four months' additional academic progress, particularly for disadvantaged pupils. Supporting pupils to regulate emotions, develop resilience and engage positively with learning enables improved classroom behaviour, attendance and</p>	<p>3, 4, 5</p>

<p>addressed early and consistently.</p> <p>£33,410.37</p>	<p>readiness to learn, which in turn supports improved academic outcomes.</p>	
<p>Purchase of an Education Welfare Officer (EWO) support package to strengthen the school's approach to attendance and punctuality, with a particular focus on disadvantaged pupils. The EWO works alongside school leaders to identify pupils with emerging or persistent attendance concerns, support early intervention, and engage families through meetings, home visits and signposting to external services where appropriate. This targeted support ensures attendance barriers are identified and addressed promptly, enabling pupils to access learning consistently.</p> <p>£1836</p>	<p>There is a strong link between attendance and attainment, with disadvantaged pupils disproportionately affected by persistent absence. Targeted EWO involvement supports improved attendance through early intervention, clear expectations and strengthened home-school communication. Improved attendance increases pupils' access to high-quality teaching, which in turn supports better academic and social outcomes. Impact is monitored through attendance data, reductions in persistent absence, improved punctuality and records of parental engagement and follow-up actions.</p>	<p>3</p>
<p>Allocation of Pupil Premium funding to provide specialist music teaching as part of the school's curriculum offer. The specialist teacher delivers high-quality, structured music lessons, ensuring pupils develop musical skills, knowledge and confidence through regular opportunities to sing, play instruments, perform and listen critically. This provision enhances curriculum equity by ensuring disadvantaged pupils have the same access to high-quality music education as their peers, regardless of prior experience or access to enrichment outside school.</p> <p>£13,298.33</p>	<p>High-quality arts education supports pupils' engagement, confidence and sense of belonging, which are particularly important for disadvantaged pupils. Specialist teaching ensures consistent, high-quality instruction and increases pupils' participation in practical music-making. Improved engagement and enjoyment of school supports positive learning behaviours and wider curriculum access. Impact is monitored through pupil participation, lesson observations, pupil voice and evidence of progression in musical skills and confidence over time.</p>	<p>5, 6</p>

<p>Use of Pupil Premium funding to pay the Young Voices participation fee, enabling pupils to take part in the Young Voices concert. This removes financial barriers for disadvantaged pupils and ensures they are able to participate fully in rehearsals and the large-scale performance alongside their peers. The experience provides pupils with access to a high-quality cultural event that builds confidence, teamwork and a sense of achievement.</p> <p>£100</p>	<p>Removing financial barriers increases participation in enrichment activities for disadvantaged pupils. Taking part in a large-scale performance supports pupils' confidence, motivation and sense of belonging, which can have a positive impact on learning behaviours and engagement with school. Participation in high-quality cultural experiences also contributes to pupils' wider personal development. Impact is monitored through participation rates, pupil voice, observed confidence in school and engagement in learning following the event.</p>	<p>4,5,6</p>
--	---	--------------

**Total budgeted cost: £51,424**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p><u>Pupil support lead</u></p> <p>During the last academic year, the Pupil Support Lead (PSL) provided targeted support to 17 families with pupils in receipt of Pupil Premium (74%). Support was personalised to the needs of each family in order to remove barriers to learning and improve pupils' readiness to engage in school.</p> <p>Interventions included support for social, emotional and mental health needs through Drawing and Talking and ELSA sessions, alongside work to build pupils' confidence, self-esteem and emotional regulation. Families were supported with attendance and punctuality, with improved routines and engagement contributing to more consistent access to learning.</p> <p>The PSL also worked closely with external agencies, including the Post Adoption Support Service, and coordinated Team Around the Family (TAF) meetings where appropriate. Practical support was provided through food bank and hygiene bank referrals, alongside ongoing parental support, signposting and referrals to wider services.</p>
--

As a result of this targeted and joined-up approach, disadvantaged pupils were better supported to attend school regularly, regulate their emotions and engage positively with learning. Families reported improved confidence in accessing support, and pupils demonstrated improved learning behaviours and wellbeing over time.

#### Attendance 2024-2025

Pupil Premium attendance for the year was 95.58% compared with 96.3% for non-Pupil Premium pupils and 94.48% for all pupils. This compares favourably against national figures for the 2024–25 academic year, where overall school attendance in England was approximately 93.2%.

Attendance is reviewed weekly and targeted support adjusted accordingly. Where attendance for Pupil Premium pupils was below national expectations, this was carefully tracked by our Pupil Support Lead (PSL), and targeted actions were put in place to support families and improve attendance. These actions included coordinated support from the Education Welfare Officer, family-centred approaches such as Team Around the Family meetings, and individually tailored attendance plans. Specific strategies included personalised entry routines and early-morning tasks designed to engage pupils, as well as direct support to families around attendance barriers. This proactive and supportive approach strengthened home–school communication, reduced absence for targeted pupils, and ensured that barriers to attendance were addressed in partnership with families.

#### Attainment

##### Year 1 phonics

Of the two disadvantaged pupils in the cohort, neither met the expected standard in the Phonics Screening Check. One pupil has since moved to alternative provision due to significant social, emotional and mental health needs, which substantially limited their ability to access phonics learning at the time of the check. The second pupil is working significantly below age-related expectations and is post-looked-after, having experienced significant adverse childhood experiences in early life. These factors have had a considerable impact on early language development, emotional regulation and readiness to learn, and continue to present barriers to academic progress.

##### KS2 results 2025

There were 10 pupil premium children in Year 6 last academic year. 7 of those children achieved expected in combined reading, writing and maths (70%)

As you will see from the data above, pupil premium children exceeded non pupil premium peers in reading, they were in line in maths and had lower outcomes in writing and GPS.

In terms of writing, the assessment and progress of pupil premium children is rigorously tracked through pupil progress review, learning journey meetings with staff and quality first

teaching strategies. Gaps in spelling, handwriting and cohesion have been identified and will be addressed through targeted actions within the current strategy period.

#### Pupil premium interventions

Targeted interventions were implemented for pupils in receipt of Pupil Premium during the last academic year. These interventions were closely monitored and had a positive impact on pupils' academic outcomes.

In **Year 6**, targeted support resulted in strong outcomes for disadvantaged pupils.

- **7 out of 10** (70%) pupils achieved the expected standard in **mathematics**.
- **8 out of 10** (80 %) pupils achieved the expected standard in **reading**.
- **8 out of 10** (80%) pupils achieved the expected standard in **writing**.

## Externally provided programmes

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

Programme	Provider
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
Music provision	Bromley Youth Music Trust

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

<b>The impact of that spending on service pupil premium eligible pupils</b>