

# Pupil Premium Strategy Statement – Hardwicke Parochial Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

## School overview

Detail	Data
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	20%
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> )	Three Year Plan 1st Year 2023-2024 2nd Year 2024-2025 <b>3rd Year 2025-2026</b>
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr Alex Allard
Pupil premium lead	Mr Alex Allard
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,325.57
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£108,325.57

# Part A: Pupil premium strategy plan

## Statement of intent

At Hardwicke Parochial Primary Academy, our aim is for all pupils, regardless of their background or challenges, to make strong progress and achieve well across the curriculum. Guided by our vision to Do Everything in Love, we want disadvantaged pupils to meet age-related expectations in line with the English National Curriculum. Our strategy is focused on building confidence, resilience, and a love of learning, while providing all pupils with the same high-quality opportunities. The Pupil Premium funding is used to remove barriers to learning, close attainment gaps, and support every child both academically and personally.

Our approach centres on high-quality teaching, targeted academic support, and comprehensive pastoral care. Pupil Premium funds are used to support staff development, ensuring that evidence-based teaching strategies are consistently applied. The funding also supports targeted interventions for pupils who need extra academic help, particularly in areas that are most challenging for disadvantaged learners. In addition, we offer emotional support, such as Play Therapy, to help ensure pupils are secure and ready to learn. We also focus on improving attendance, wellbeing, and participation in extracurricular activities, which helps to increase engagement from both pupils and their families.

The key principles of our strategy are: high-quality teaching for all, evidence-based targeted support, holistic pastoral care, strong engagement with families, and equity of opportunity. These principles ensure that our Pupil Premium Strategy is aligned with our commitment to helping every child Do Everything in Love while meeting national curriculum expectations.

## Challenges

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

Challenge number	Detail of challenge
1	A number of children with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
2	Typically, children enter school with starting points below national expectations.
3	Historically, disadvantaged pupils leave primary school with lower academic achievements than their non-disadvantaged peers. In end of KS2 SATS 2025, only % of PP pupils achieved the expected outcome in Reading, Writing and Maths compared to % of non-pp pupils.
4	Some pupils typically join Hardwicke with poor speech and language development, which has affected their communication and oracy skills.
5	Many pupil-premium pupils do not have rich and varied life experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.
6	Support at home can be limited due to a number of reasons including complex family circumstances, unstable home environment, and financial difficulties.

## 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><b>The difference between Pupil Premium and Non-Pupil Premium pupils is narrowed for GLD, Phonics Screening, end of KS1 SATs Outcomes and end of KS2 SATs Outcomes.</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Relentless focus on securing Solid Foundations for all children in EYFS &amp; Ks1</li> <li>• Bespoke, personalised interventions on a 3-weekly cycle</li> <li>• Regular Raising Standards Meeting</li> </ul>	<p>Quality First Teaching is evident in all classes.</p> <p>Through regular Raising Standards Meetings, children will be making accelerated progress to narrow the gap.</p> <p>The % of pupils at expected levels at the end of EYFS, KS1 and KS2 will be in line or better than the national figures</p> <p>Low Prior Attainers will make better than expected progress. This progress will be visible in learning walks, lesson observations and pupil books.</p>
<p><b>To narrow the gap between disadvantaged pupils and their peers by the end of EYFS and Ks1, careful analysis of baseline assessments to identify areas of focus and intervention.</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Bespoke, personalised interventions on a 6 3-weekly cycle</li> <li>• Regular Raising Standards Meeting</li> </ul>	<p>The % of pupils at expected levels at the end of EYFS and Ks1 will be in line with or better than National average.</p> <p>PP pupils achieve outcomes closer to non-PP: target KS2 combined R/W/M of <math>\geq 80\%</math> by July 2026.</p>
<p><b>Improve pupils' oracy skills in order to equip children with the confidence and skills to communicate effectively in EYFS and Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• Ongoing staff CPD</li> <li>• Focus on Oracy in all areas of the curriculum</li> <li>• Interventions such as speech therapy, Word Aware, or EEF-assured programmes such as Talk Boost</li> </ul>	<p>During pupil conferencing and lesson observations, pupils will speak confidently and clearly, using a breadth of vocabulary reflecting their learning and experiences.</p> <p>Children will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Children will be able to accept another's point of view even when it differs from their own.</p> <p>SALT referrals reduce over time.</p>
<p><b>Improve the outcomes of disadvantaged and SEND pupils.</b></p>	
<p><b>To meet children's pastoral needs and to provide adequate support to help children thrive both emotionally and academically.</b></p> <ul style="list-style-type: none"> <li>• Through working with parents, class teacher/SENDCo PP pupils with pastoral needs are identified and planned.</li> <li>• A relentless focus on belonging and building positive relationships</li> </ul>	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences.</p> <p>Pupil premium children with complex family situations will meet national expectations by the end of each academic year.</p> <p>Teachers can get to know the likes/dislikes of pupil premium children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons.</p> <p>High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress.</p>

<b>Opportunity to experience and enjoy wider world learning</b> <ul style="list-style-type: none"> <li>To provide learning through a variety of different media, using specialists and real-life experiences that will develop a deeper understanding and ability to empathise.</li> <li>Prioritise membership to clubs e.g. gymnastics, sports coaching, music tuition</li> <li>Visits, visitors and theme days to be supported through PP budget</li> </ul>	<p>Children accessing clubs, enhancement opportunities. Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</p> <p>All PP pupils participate in visits/clubs; increased engagement in enrichment; pupil voice reflects improved opportunities.</p>
<b>Aspirations and engagement with school of pupils from disadvantaged families are in line with those of non-disadvantaged families</b> <ul style="list-style-type: none"> <li>Improved parental engagement with learning</li> </ul>	<p>Increased attendance at workshops/meetings; improved home reading participation; stronger communication with families.</p>

## 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: £ 92,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teaching staff in EYFS and KS1 on developing the use of oracy in the curriculum</p> <p><i>Ensure explicit vocabulary instruction through direct teaching of key words.</i></p> <p><i>Structured speaking and listening routines.</i></p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</a></p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</a></p>	2, 4, 5 & 6
<p>CPD provided to all staff to develop teacher subject knowledge and improved</p>	<p>Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and</p>	2, 3, 5 & 6

knowledge of pedagogies for teaching writing	<p>the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing.<sup>1</sup> Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759597766">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759597766</a></p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</a></p>	
CPD provided to all teaching staff to develop and deepen subject knowledge in the application of RWM teaching strategies and pedagogies, in order to be specific to individual cohort needs	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportforschools/school-improvement-planning/1-highqualityteaching">https://educationendowmentfoundation.org.uk/supportforschools/school-improvement-planning/1-highqualityteaching</a></p>	2, 3, 4 & 6
Time is allocated for teachers & leaders to analyse assessment data, including PiXL question-level analysis, to identify the specific areas where children require support and to plan targeted, timely interventions.	<p>Educational planning is one of the vital components in attaining quality basic education. Aligned to the Sustainable Development Goal (SDG) number 4 of the United Nations that seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Feb 2019).</p>	2, 3, 4 & 6

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

Budgeted cost: £9,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group pre- and post-teaching sessions for disadvantaged pupils falling behind age-related expectations, using PiXL as one method alongside other strategies to target specific areas where progress is needed.	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4, 6

Improve language and communication skills through bespoke speech and language programmes, and language rich environments, especially in EYFS	Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	2, 3, 4, 6
<i>Deliver training and implement Precision Teaching in order to close gaps in phonic knowledge</i>	Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2, 3, 4, 6

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

Budgeted cost: £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.	1, 6
Access to a wide range of school clubs led by Class teachers, support staff and sports coaches	After school clubs increase social development and soft skills. Through offering a range of clubs throughout a child's journey through school, can help build on their social skills and self-confidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 5, 6
Funding support for Trips	Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills. Stephen Perse Foundation 2018	1, 5, 6
Family Support Worker to deliver a range of programmes and sign posting for families identified as in need of support.	Developing positive relationships with parents and families is key in supporting and improving children's academic learning and progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 5, 6
Base Camp – supports children who require support entering and leaving school at the start and end of the school day	Disadvantaged pupils often face barriers such as food insecurity, chaotic home environments, and stress. Structured starts (breakfast clubs, calm routines, early check-ins) mitigate these challenges, improving readiness to learn and closing the attainment gap. These interventions are low-cost and scalable, making them an effective use of Pupil Premium funding according to EEF guidance	1, 6

**Total budgeted cost: £108.325**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### End of Key Stage 2 Statutory Assessments

<i>Subject</i>	<i>% of Disadvantage pupils at ARE (22 pupils)</i>	<i>% of Disadvantage pupils (2025 National figures)</i>	<i>% of Other pupils at ARE (60 pupils)</i>	<i>% of Other pupils (2025 National figures)</i>	<i>Disadvantage pupils at Greater Depth (22 pupils)</i>	<i>% of Other pupils at Greater Depth (60 pupils)</i>
<i>Reading</i>	66.7%	60%	74.6%		14.3%	33.9%
<i>SPAG</i>	71.4%		72.9%		28.6%	10.2%
<i>Writing</i>	66.7%	58%	74.6%		14.3%	23.7%
<i>Maths</i>	71.4%	59%	74.6%		14.3%	40.7%
<i>RWM Combined</i>	52.4%	44%	61%		4.8%	6.8%

#### End of Key Stage 1 Teacher Assessments

<i>Subject</i>	<i>% of Disadvantage pupils at ARE (15 pupils)</i>	<i>% of Disadvantage pupils (2025 National figures)</i>	<i>% of Other pupils at ARE (56 pupils)</i>	<i>% of Other pupils (2025 National figures)</i>	<i>Disadvantage pupils at Greater Depth (15 pupils)</i>	<i>% of Other pupils at Greater Depth (56 pupils)</i>
<i>Reading</i>	71.4%		86.8%		7.1%	20.8%
<i>Writing</i>	57.1%		75.5%		7.1%	9.4%
<i>Maths</i>	64.3%		86.8%		7.1%	18.9%
<i>RWM Combined</i>	50%		71.7%		7.1%	5.7%

#### Phonics Screening Check

<i>Year</i>	<i>% of Disadvantage pupils at ARE</i>	<i>% of Disadvantage pupils (2025 National figures)</i>	<i>% of Other pupils at ARE</i>	<i>% of Disadvantage pupils at ARE</i>	<i>% of Other pupils at ARE End of KS1</i>
<i>Year 1</i>	75%		82.1%		
<i>Year 2</i>	50%		66.7%	73.3%	89.3%

### *Multiplication Times Table Check*

<i>Maths - MTC</i>	<i>% of Disadvantage pupils at ARE 20/25 or greater (14 pupils)</i>	<i>% of Disadvantage pupils (2025 National figures) 25/25 or greater (14 pupils)</i>	<i>% of Other pupils at ARE 20/25 or greater (55 pupils)</i>	<i>% of Other pupils at ARE 25/25 or greater (55 pupils)</i>	<i>Average Score Disadvantage pupils (14 pupils)</i>	<i>Average Score Other pupils (55 pupils)</i>
<i>Year 4</i>	<i>57.1%</i>	<i>50%</i>	<i>79.2%</i>	<i>47.2%</i>	<i>17.7</i>	<i>21.5</i>

### *Good Level of Development*

<i>Subject</i>	<i>% of Disadvantage pupils at ARE (3 pupils)</i>	<i>% of Disadvantage pupils (2025 National figures)</i>	<i>% of Other pupils at ARE (29 pupils)</i>
<i>Reading</i>	<i>75%</i>		<i>65.5%</i>

## 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.*

<b>Programme</b>	<b>Provider</b>

# Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**