

# 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	Hallam Fields Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	15% (30 Ch)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 until 2026/27
Date this statement was published	July 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ifat Sultana (Headteacher)
Pupil premium lead	Anna Akiens (Assistant Head)
Governor / Trustee lead	Sarah Parton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,493
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,088

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Hallam Fields is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning.

## Challenges

Challenge number	Detail of challenge
1	Communication and oral language skills -Our assessments, discussions and observations show underdeveloped oral language, speaking and listening skills and vocabulary gaps for some disadvantaged pupils from EYFS through to KS2. Our RBA on entry to EYFS demonstrate that in 2023 100% of our disadvantaged pupils arrived below age-related expectations in speaking skills compared to 38% of non –disadvantaged pupils.
2	Phonics -Internal and external assessments show disadvantaged pupils attain less well in the Y1 phonics check compared to non-disadvantaged pupils, impacting on their development as readers.
3	Reading - Our internal and external assessments show disadvantaged pupils attain less well in reading compared to non-disadvantaged pupils, impacting on their development as readers across the curriculum. Although disadvantaged pupils do make good progress from their starting points, reducing the gap between disadvantaged and non-disadvantaged pupils remains a challenge.
4	Writing -Writing assessments from across the school show that disadvantaged pupils achieve less well in writing and that the gap between disadvantaged and non-disadvantaged pupils is widest in writing compared to other subjects. An additional challenge is the development of fine motor skills which impacts on the presentation and composition of handwriting.
5	Wellbeing - Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for some pupils and their families. These challenges particularly affect disadvantaged pupils who are less likely to access out of school enrichment activities. Historically, internal data shows that very few of our disadvantaged pupils have experienced exposure to cultural capital opportunities in the form of trips, visits, music lessons

	and clubs outside of school time. Unless specifically approached, less disadvantaged pupils engage in extracurricular opportunities. Increased cost of living is an additional strain on these families.
6	Attendance - Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance therefore reducing the levels of persistent absence within our disadvantaged cohort. Attendance for disadvantaged pupils is lower than non-disadvantaged pupils however both figures are significantly above the national average.

## Intended outcomes

Intended outcome	Success criteria
1.Improve communication, oral language and vocabulary for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support verifies these findings in pupils' day to day learning.
2.To develop phonological skills from EYFS through to KS2.	KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils. The school aim is that all disadvantaged pupils pass the Year 1 phonics test.
3.To develop reading comprehension skills through highly structured approaches and interventions.	End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. At Hallam Fields we aim to get more disadvantaged pupils working at greater depth.
4.To close the attainment gap in writing between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged pupils has decreased at the end of KS1 and KS2. A higher % of disadvantaged pupils achieving ARE in writing at the end of KS1 and KS2
5.To provide pastoral support and improve the wellbeing of pupils particularly disadvantaged Pupils.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; a wider range of holistic experiences linked to the curriculum for disadvantaged pupils.
6.To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance demonstrated by reducing the gap between attendance for non- disadvantaged and disadvantaged pupils.

### Activity in this academic year (2024/25)

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver CPD on oracy to Improve communication, oral language and vocabulary for disadvantaged pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p>	1
<p>Purchase DfE validated Systematic Synthetic phonics scheme (Little Wandle) and reading books to ensure that all staff are trained to deliver the scheme to secure stronger phonics teaching for all pupils. Ensure consistency of teaching of early reading and phonics through ongoing staff training.</p> <p>Release teachers for professional development. Support early career teachers, complimenting the ECF.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</a></p>	2, 3
<p>Develop reading comprehension skills through highly structured approaches and interventions (VIPERS) to support pupils to be able to read widely and fluently across the curriculum. Model and practise the reading strategies in the classroom and during any intervention. Promote reading by implement a reading raffle to reward pupils who read regularly with new books.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>The teaching of reading relies on explicit teaching of 7 key reading skills (EEF research): Predict, Question, Clarify, Summarise, Vocabulary Strategies, Grammar and Activate Prior Knowledge.</p>	2, 3
<p>Embed Spelling shed to support all children's spelling and vocabulary across school. Offer professional development through Literacy leads. Focus on supporting early career teachers complimenting the ECF.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3, 4
<p>Deliver writing CPD to all staff regarding best practise in teaching writing. Release Subject leaders to ensure writing long term plan is well balanced and sequenced. Purchase and Implement new Letter Join handwriting program</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	4

to standardise handwriting expectations across the school. Deploy a writing champion to work within lessons with disadvantaged pupils to identify and close writing gaps.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a private speech and language therapist to work with small groups and on a 1-	Office for Standards in Education, Children's Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.  School-employed SALT/specific S&L training for whole staff: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.	1
Implement Nessy reading programme to support learners who need a specific and tailored intervention to make progress.	Nessy (2021) Research evidence [online]. Available from: <a href="https://www.nessy.com/uk/research-testimonials/research-evidence">https://www.nessy.com/uk/research-testimonials/research-evidence</a> . [Accessed 30/7/21.] Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: <a href="https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf">https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</a>  Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: <a href="https://www.coven-try.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/">https://www.coven-try.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/</a> [Accessed 8/3/21.]  Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool &amp; Primary Education</i> .  Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. <i>Support for Learning</i> . 35(1), 68-82.	1, 3

Deliver Intensive support in small phonics groups and 1-1 with the aim of supporting pupils to catch up with their peers.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy forest school practitioner to support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.	<p>Successful 'forest school' intervention: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. <i>Education 3–13</i> 44(1):19–31.</p> <p>Slade, M., Lowery, C. and Bland, K.E.N., 2013. Evaluating the impact of Forest Schools: a collaboration between a university and a primary school. <i>Support for Learning</i>, 28(2), pp.66-72.</p> <p>O'Brien, L., 2009. Learning outdoors: the Forest School approach. <i>Education 3–13</i>, 37(1), pp.45-60.</p> <p>Tiplady, L.S. and Menter, H., 2021. Forest School for wellbeing: an environment in which young people can 'take what they need'. <i>Journal of Adventure Education and Outdoor Learning</i>, 21(2), pp.99-114.</p>	1,5
Employ a Relate counsellor to offer 1-1 support for wellbeing.	Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.	5,6
Deploy an ELSA trained LSA to deliver an emotional coaching program.	<p>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Emotion coaching based on the research of John and Julie Gottman 1990's</p>	5, 6
Deliver the Character award Program to raise pupils' self-esteem and improve wellbeing.	Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? <i>Education 3–13</i> 44(1):8–18.	1, 5

	Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.	
Provide financial support to families to pay for expenses such as extra-curricular clubs, music lessons, uniform, school trips, breakfast clubs and after school clubs.	<p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18.</p> <p>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.</p> <p>Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> <p>Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3-13 44</p>	5,6
Improve attendance for disadvantaged pupils. Monitor attendance weekly. Recognise reward and promote good attendance.	Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015. Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	6

**Total budgeted cost so far: £ 59,088**

# 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.

### **1. Improve communication, oral language and vocabulary for disadvantaged pupils.**

Speech and language support for targeted pupils is having an impact. 75% of pupils in EYFS met expectations for communication and language. There was only 1 disadvantaged child in EYFS and did not meet the expected standard for communication and language.

In Year 6, 100% of disadvantaged pupils met expectations for the Grammar, Punctuation and Spelling Test.

### **2. Develop phonological skills from EYFS through to KS2.**

#### **Year 2 retakes**

24-25 School Year 2 retake pass percentage was 78% which was above national at 75%

The May 24 Ofsted report mentions that 'Outcomes for Year 1 phonics are strong'. 'Reading is promoted well in the early years' environment. The school has prioritised early reading.'

#### **Year 1**

The year 1 phonics data outcome was lower than the previous 2 years. The decision was made to purchase a new validated phonics scheme for 24-25. Research has shown that this scheme has a higher rate of success than our previous scheme due to the intensive training support videos and the way staffing structure models are used to deliver a whole school approach to teaching. All staff were trained at the end of 23-24 and scheme was launched in 24-25. In Year 1, 93% of children passed the phonics screen.

### **3. Develop reading comprehension skills through highly structured approaches and interventions.**

24-25 Reading outcomes for Year 6 were well above national for non-disadvantaged pupils.

24-25 Reading Non-disadvantaged pupils 87% (23-24 National 75%).

24-25 Reading outcomes were in line with national due to the significant number of pupils (4 pupils).

24-25 Reading Disadvantaged pupils 100% (23-24 National 62%).

### **Our KS2 data was our first set of data having not had a year 6 class before the academic year 2024-2025**

23-24 Reading outcomes were well above national for non-disadvantaged pupils.

23-24 Reading Non-disadvantaged pupils 92% (National 79%).

23-24 Reading outcomes were in line with national due to the significant number of pupils (6 pupils).

23-24 Reading Disadvantaged pupils 50% (National 62%).

A significantly high proportion of pupils achieved the greater depth standard in Reading.

23-24 Reading Greater Depth Non-disadvantaged pupils 37.5%

23-24 Reading Greater Depth Disadvantaged pupils 16.7%

The May 24 Ofsted report mentions that 'There is a strong reading culture.'

### **4. To close the attainment gap in writing between disadvantaged and non-disadvantaged pupils.**

24-25 Writing outcomes were well above national for non-disadvantaged pupils.

24-25 Writing Non-disadvantaged pupils 89% (23-24 National 72%).

24-25 Writing outcomes were in line with national due to the significant number of pupils (4 pupils).

24-25 Writing Disadvantaged pupils 100% (23-24 National 58%)

23-24 Writing outcomes were well above national for non-disadvantaged pupils.

23-24 Writing Non-disadvantaged pupils 87% (National 78%).

23-24 Writing outcomes were in line with national due to the significant number of pupils (6 pupils).

23-24 Writing Disadvantaged pupils 50% (National 58%).

The May 2024 Ofsted report mentions that 'The school expects all pupils to achieve well. This expectation includes disadvantaged pupils.'

**5. To provide pastoral support and improve the wellbeing of pupils particularly disadvantaged pupils.**

There was a drive by all staff to increase participation in extracurricular activities for disadvantaged pupils 32/201 Pupils. This effort was rewarded with great success. Financial support was offered to families to encourage disadvantaged pupils to take part in wider opportunities that would otherwise not be affordable.

Breakfast club was offered with 13% of disadvantaged pupils taking part matching the 13% of all pupils. Afterschool club offers were taken up by disadvantaged families. 16% of disadvantaged pupils took part compared to 14% of all pupils.

For Multisport, 19% of disadvantaged pupils took part compared to 11% of all pupils

Music lessons were also offered to each disadvantaged pupil using a targeted approach. Guitar lessons were taken up by 10% of disadvantaged pupils compared to 3% of all pupils.

Emotion Coaching was offered through the ELSA program. 35% of disadvantaged pupils engaged in this program.

Relate counselling was offered and 3% of disadvantaged pupils benefitted from counselling matching the 3% of all pupils.

The Forest schools' program was delivered weekly and 32% of disadvantaged pupils took part. This is compared to a whole school proportion of disadvantaged pupils being at 13%. Forest Schools was particularly targeted at supporting disadvantaged pupils.

**6. To improve attendance for disadvantaged pupils**

At the end of 2024/25 the attendance gap had reduced by 2.3% compared to the previous year.

2022/23 Disadvantaged 89.5% Non-disadvantaged 95.8% Gap 6.3%

2023/24 Disadvantaged 91.3% Non-disadvantaged 96.6% Gap 5.3%

2024/25 Disadvantaged 93.9% Non-disadvantaged 96.9% Gap 3%

(Note: the in-school gap between disadvantaged and non-disadvantaged reduced in 24/25. Attendance of both groups was above the national average).

Persistent absenteeism reduced significantly in 2024/25:

2022/23 Disadvantaged 29.7% Non-disadvantaged 7.5% Gap 22.2%

2023/24 Disadvantaged 20% Non-disadvantaged 3.4% Gap 16.6%

2024/25 Disadvantaged 8.8% Non-disadvantaged 4% Gap 4.8%

Implementation of the PP strategy is having an impact, both in reducing the proportion of disadvantaged pupils who are persistently absent as well as the gap. Proportions of persistent absence (PA) for both groups was below the national average. (2024/25 national PA 18.7%)

## 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
NFER reading tests	NFER