

Pupil premium strategy statement – Hady 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	328
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	13.09.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	Jane Loader
Pupil premium lead	Jane Loader
Governor / Trustee lead	Alex Downing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,396
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£95,396

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Hady primary School is a one and a half form primary school in Chesterfield. The pupil premium strategy plan covers a three year cycle and will be reviewed on a yearly basis. We are committed to ensuring that every pupil irrespective of their background is a highly successful learner.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we will adopt will complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or those classed as a young carer regardless of whether they are disadvantaged or not.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including high attainers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading & writing than their peers. This negatively impacts their development as readers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities this has been heightened due to the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support with pupils having additional needs have markedly increased.
4	Our attendance data from 2022 to 2023 indicates that attendance among disadvantaged pupils has been 6.89%, higher than for non-disadvantaged pupils at 4.59%. This negatively impacts on disadvantaged pupils' progress.
5	More families are experiencing poverty which is a significant factor, families are unable to pay for enrichment activities for their children or take them on days out at the weekends and in the holidays. This results in a lack of cultural capital in these children.

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
To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations	Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations Pupils will make accelerated progress from their starting points Where there are gaps between pupil premium and non-pupil premium pupils will lessen. Attainment for disadvantaged pupils will be at least in line with 'others' nationally in all year groups A higher proportion of disadvantaged children will achieve greater depth at the end of Key Stage 2
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in nurture allocations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Safeguarding team to meet weekly to identify and track families in need of support including persistent absentees. <ul style="list-style-type: none"> • Safeguarding team to identify barriers to attendance and punctuality for pupils and families. • SENDCo & Family Liaison Worker to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school

	<p>based avoidance and absences linked to medical or special educational needs (autism).</p> <ul style="list-style-type: none"> • Disadvantaged pupils' attendance to increase and be in line with school, local and national targets. <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced significantly. • Improved engagement and interactions between home and school • Identified families will be benefiting from early help
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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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on whole class teaching of writing & reading. Opportunities to embed these skills in all lessons	Reading comprehension strategies are high impact for very little cost (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF	1, 2
CPD on whole class teaching of spelling	Mastery learning has high impact for low cost (5 months) Mastery learning EEF	1, 2
CPD on improving spoken language and verbal interaction for learning.	Oral language interventions have high impact for very little cost based on extensive evidence. (+6 months) Oral language interventions EEF	1, 2, 3
Staff CPD on explicit teaching of metacognitive strategies including: -Teachers modelling their own thinking to demonstrate metacognitive strategies - Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. -	The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	3, 5

Providing enough challenge for learners to develop effective strategies	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Embed the Zones of Regulation (ZOR) programmes of study in line with PHSE across the school. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Catch Up Interventions in Phonics, Maths & English	High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
High quality targeted pre learning sessions to ensure identified children are ready to learn	High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £35, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping	Both targeted interventions and universal approaches can have positive overall effects: https://zonesofregulation.com/research Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

Children Safe in Education updates. (KCSIE)	https://diana-award.org.uk	
Enrichment including before and after school provision. Links with coaching and fitness organisations to promote physical fitness.	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Targeted support for individual pupils through a nurture approach	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £95,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year Group	PP at EXS+/GD (%)	NA Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison
Reception – Good Level of Development	30		-45	
Y1 Phonics Screen	71			
Y4 Multiplication Table Check Average score	20		-3	
Y4 Multiplication check 25/25	33		-3	
Key Stage 2				
Reading	50		-36	
Writing	50		-36	
Maths	58		-19	
Combined	42		-32	

The new approach to Phonics has been introduced and is being embedded across the school. A more rigorous approach to assessment has been introduced and as a result rapid and robust intervention is now in place. Improvements in internal data are being seen.

The new approach to reading has been introduced and is being embedded across Key Stage 2. Improvements in internal school assessment data are already evident.

