Pupil premium strategy statement
Hallgate Primary School

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	333
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026/2027 2027/2028 2038/2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Philip Hardcastle
Pupil premium lead	Philip Hardcastle
Governor lead	Chris Whitfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,250
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£54,250

Part A: Pupil premium strategy plan

Statement of intent

At Hallgate Primary School, we are committed to ensuring that all pupils, regardless of their background or circumstances, are given the best possible opportunities to succeed and thrive. Our Pupil Premium Strategy is designed to remove barriers to learning, close attainment gaps, and promote equity across all areas of school life. We have identified the following three key ambitions for our disadvantaged pupils.

Our ambition is for disadvantaged pupils to not only meet but exceed national expectations. Through high-quality teaching, targeted interventions, and personalised support, we will enable pupils to make accelerated progress. We will nurture ambition, build resilience, and equip our pupils with the skills and confidence needed to succeed academically and beyond.

We believe that reading is the gateway to learning and opportunity. Our strategy prioritises the development of reading fluency, comprehension, and enjoyment for all disadvantaged pupils. We will foster a reading-rich culture both in school and at home, ensuring all pupils are exposed to high-quality texts, diverse authors, and a range of genres that reflect and expand their worldviews. Through this, we aim to inspire curiosity, creativity, and ambition.

We aim to create a school environment where every disadvantaged pupil feels a strong sense of belonging, is excited to attend each day, and is actively engaged in all aspects of school life. By addressing barriers to attendance and increasing access to enriching experiences — including trips, clubs, leadership roles, and creative opportunities — we will ensure disadvantaged pupils enjoy a full and rewarding education beyond just the classroom.

These ambitions sit at the heart of our broader school vision and reflect our belief in the potential of every child. We will continue to rigorously monitor the impact of our strategy and adapt it to ensure that disadvantaged pupils are supported to thrive, lead, and achieve excellence.

Challenges

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

Challenge number	Detail of challenge
1	At the end of 2026, our disadvantaged pupils out-performed national averages for all pupils across reading, writing and maths. Within the school setting, our disadvantaged pupils made more progress in writing than their non-disadvantaged peers, closing the attainment gap. However, in both reading and Maths, disadvantaged pupils did not make the same levels of progress.
2	Our attendance data shows that the average attendance for disadvantaged pupils (91.9%) is below both the overall school average (95.5%) and the national average (93.1%). While this trend is not consistent across all pupils, 67% of disadvantaged pupils have attendance rates below the school average. Assessments suggest that persistent absenteeism is having a significant impact on the progress of some pupils.
3	In-year assessment data shows that attainment in reading among disadvantaged pupils (47%) is significantly lower than that of their non-disadvantaged peers (81%). Internal monitoring and pupil voice suggest that a number of disadvantaged pupils do not enjoy reading, with a large proportion reporting that they do not read regularly with an adult at home.
4	Internal monitoring, including pupil voice and analysis of extra-curricular participation, indicates that disadvantaged pupils are more likely to report lower levels of enjoyment in school. Our data also shows that they are less likely to engage in extra-curricular activities such as clubs, sporting events, and music tuition. Previous, disadvantaged pupils were underrepresented in school leadership roles

Careers. STEM

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 attainment for disadvantaged pupils at the end of KS2.	End-of-KS2 data shows an increase in the proportion of pupils working at the expected standard in reading, writing, and maths, with an aspirational target of 67% achieving this standard by the 2028/2029 academic year.
Achieve and sustain high levels of attendance for all pupils, particularly those who are disadvantaged.	The overall absence rate for all pupils is below 4%, with the attendance gap between disadvantaged and non disadvantaged pupils reduced by 2%. The percentage of persistently absent pupils will decrease to no more than 5%, with all disadvantaged pupils achieving attendance rates above 94%.
Improved outcomes for disadvantaged pupils achieving the expected standard in reading across the school.	End-of-year whole-school data demonstrates a positive upward trend in the attainment of disadvantaged pupils achieving the expected standard in reading. Survey results reveal a significant increase in the proportion of disadvantaged pupils who enjoy reading.
Disadvantaged pupils' enjoyment and engagement will improve, reflected by increased participation in extra curricular activities and greater representation in school leadership roles.	80% of disadvantaged pupils regularly attend at least one extra-curricular club. There is a 10% increase in the number of disadvantaged pupils participating in music tuition. Disadvantaged pupils are actively represented across all school leadership groups.

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to prioritise high-quality teaching in every classroom, with a particular focus on improving the progress of disadvantaged pupils in reading and mathematics. Teachers will use formative assessment, pupil work and regular progress reviews to identify gaps in understanding and adapt teaching accordingly. Professional development and coaching will support the consistent use of effective teaching strategies, including explicit instruction, modelling and high-quality feedback.	The EEF's Guide to the Pupil Premium identifies high-quality teaching as the first priority for pupil premium spending. Its Teaching and Learning Toolkit identifies feedback as a high-impact approach, with an average impact equivalent to six additional months' progress. *High Quality Teaching: EEF*	1 & 3
Embedding high-quality daily story time and opportunities for 'book talk' into the curriculum in order to immerse pupils in a rich reading culture. Purchasing of specific resources to promote reading for pleasure and ensure all class libraries provide a variety of reading materials.	Oral language skills are fundamental for learning. Studies consistently demonstrate that there is a higher prevalence of oral language needs in disadvantaged communities. Research has shown the value of group storybook reading in improving language skills among young children. Instead of just reading aloud to the child, educators encourage discussions, ask questions, and provide opportunities for children to express their thoughts and ideas related to the book. *Story Choices: Vocabulary Measure Pilot – EEF Project Pilot*	3

Develop consistent, evidence-informed reading instruction across year groups, including explicit teaching of vocabulary, fluency and comprehension. Staff will use assessment to identify pupils who need additional support and ensure that teaching builds the knowledge and strategies needed to understand increasingly complex texts. Reading will remain a priority within the wider curriculum, not just during dedicated reading lessons.	The EEF's Teaching and Learning Toolkit identifies reading comprehension strategies as a high-impact approach, with an average impact equivalent to seven additional months' progress. The evidence supports explicitly teaching pupils strategies to understand, monitor and reflect on texts.	1 & 3

Strengthen classroom teaching in mathematics through professional development, collaborative planning and the use of formative assessment. Teachers will focus on secure understanding of mathematical concepts, precise mathematical vocabulary, reasoning and problem-solving. Assessment will help staff identify misconceptions early and adapt teaching to ensure disadvantaged pupils make progress in line with their peers.	*The EEF's guidance on effective mathematics teaching and its broader pupil premium guidance support developing high-quality teaching, using assessment to identify learning gaps and responding to pupils' specific needs. The impact will depend on the quality and consistency of implementation.*	*1*
Develop a reading-for-pleasure programme that encourages disadvantaged pupils to read regularly and enjoy books. This could include access to engaging, age-appropriate books, opportunities to choose their own reading material, reading events and practical support for families to establish regular shared-reading routines at home. Pupil voice will be used to identify interests and evaluate whether enjoyment and reading frequency improve.	*The EEF identifies parental engagement as an evidence-informed approach, with an average impact equivalent to four additional months' progress in its Teaching and Learning Toolkit. Effective approaches build positive relationships with families and provide practical ways to support learning at home*	*3 and 4*

Targeted academic support

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured, additional reading support for disadvantaged pupils identified through assessment as being at risk of falling behind. Sessions will focus on the specific barriers identified, such as decoding, fluency, vocabulary or comprehension, and will be delivered by trained staff in small groups. Progress will be reviewed regularly, with interventions adapted or discontinued where they are not having the intended impact.	The EEF reports that small-group tuition has an average impact equivalent to four additional months' progress. It is most effective when pupils are accurately identified, teaching addresses specific learning gaps and intervention is closely linked to classroom learning. *Phonics: EEF Teaching & Learning Toolkit*	3
Same day small group intervention to support pupils to keep up, not catch up with lesson content, specifically in reading and maths. Funding is specifically used to upskill teaching assistants and provide CPD in specific interventions which closely match the teaching pedagogy of the classroom.	Interventions delivered by a teaching assistant which complement the high quality instruction received by the class teacher are proven to lead to an additional 4 months progress for pupils. This is considerably more than when teaching assistants are deployed to support learning within the classroom environment. *Teaching Assistant Interventions: EEF Teaching & Learning Toolkit*	1 & 3
Deliver additional small-group mathematics tuition for disadvantaged pupils whose assessments show gaps in understanding or slower progress. Sessions will revisit key concepts, address misconceptions and provide opportunities for guided practice and feedback. Intervention content will be planned alongside classroom teaching to reinforce learning rather than create a disconnected curriculum.	The EEF's small-group tuition evidence reports an average impact equivalent to four additional months' progress overall, with studies in mathematics showing positive average effects. Effective delivery depends on careful targeting, appropriate group size and links to classroom learning.	1

Wider strategies

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the principles of nurture to support our ethos as a nurturing school and thus create a safe environment for pupils experiencing EBSA.	Social and Emotional Learning Opportunities can impact significantly on attendance, pupil engagement and outcomes. School-level approaches to developing a positive school ethos and learning culture can support greater engagement in learning and thus improved attainment. *Social & Emotional Learning: EEF Teaching & Learning Toolkit*	1, 2, 3 & 4
Funding of peripatetic music teachers to provide music tuition to disadvantaged pupils – guitars, woodwind and piano.	Arts-based participation can lead to an additional 3 months progress for all pupils, with a considerably more positive impact on those who are disadvantaged. There is a clearly established link between arts participation and improved outcomes in English and maths. Wider positives such as increased positive attitudes to learning and improved wellbeing are documented within the evidence summary. *Arts Participation: EEF Teaching & Learning Toolkit*	1, 3 & 4
Increasing the number of extra-curricular visits and visitors into school to at least 1 per term to develop wider cultural capital. Funding is used to subsidise trips and visits where required for disadvantaged pupils.	High-quality educational visits and memorable learning experiences can increase pupil motivation and engagement with learning, impacting most significantly on written academic outcomes. This is particularly key for disadvantaged pupils who may otherwise not experience as many. *Arts Participation: EEF Teaching & Learning Toolkit* *EEF Trial Project Boosts Writing Outcomes with Fun Day Out*	1, 2 & 4

Reduce financial barriers to participation in school life by supporting disadvantaged pupils to access extracurricular clubs, sporting and musical opportunities, educational visits and appropriate leadership roles. Pupil voice will inform the opportunities offered, and participation will be monitored to identify pupils who may need encouragement or additional support to engage. The aim is to strengthen pupils' sense of belonging, enjoyment and connection to school.	The DfE's pupil premium menu of approaches explicitly includes extracurricular and co-curricular enrichment, sport, arts participation and the development of wider life skills. The EEF's Toolkit also identifies arts participation as a potentially beneficial approach, although evidence of direct academic impact is less secure than for some teaching approaches.	4

Total budgeted cost: £56,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Summary:

End of KS2:

	Disadvantaged Pupils meeting ARE	Non-Disadvantaged
Reading	0%	85%
Writing	50%	86%
Maths	0%	88%

EYFS::

	Disadvantaged Pupils	Non-Disadvantaged
GLD	50%	87.2%

Whole school:

	Disadvantaged Pupils meeting ARE	Non-Disadvantaged
Reading	47%	81%
Writing	38%	65%
Maths	52%	81%

Development of outdoor learning:
OPAL has been a considerable success. In September 2026, the school received it's OPAL accreditation. Parent, staff and pupil voice was overwhelming regarding the positive impact which OPAL play has had to the school. It has promoted sustainable integration between different groups in school, especially across years groups, with the overwhelming majority of pupils reporting that playtime is a highlight of the school day.

Review of Interventions:
Provision Map (by EDU key) has been purchased by the school. Training was provided to teachers in January 26. The system needs developing, with further training for Teaching Assistants to take place before interventions can be recorded and analysed accurately.

Further information

Additional Activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium including the following:

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on developing and nurturing talents in all areas of the curriculum including sports, creative arts and life skills. Disadvantaged pupils will be encouraged to attend and this will be carefully tracked over the course of the year.

ELSA (Emotional Literacy Support Assistant) provision continues to play a vital role in supporting pupils with social, emotional, and mental health needs. Trained staff deliver targeted interventions to help pupils manage their emotions, build resilience, and engage more positively with school life. Recent training has focused specifically on supporting pupils with anxiety, including Emotionally Based School Avoidance (EBSA), enabling ELSA staff to provide more specialised support aimed at improving attendance and re-engaging pupils with learning.

The school continues to provide free transport to and from sporting fixtures and events to ensure all pupils can participate fully, regardless of background. This support helps to remove potential financial or logistical barriers, promoting inclusion and equal access to wider opportunities.