

Hampstead Parochial Primary School Pupil premium strategy statement

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	208
Proportion (%) of pupil premium eligible pupils	9%
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)	25/26 – 28/29
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Laura Hall (Executive Headteacher)
Pupil premium lead	Emma Inglis (Inclusion Lead)
Governor / Trustee lead	Alice Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 28,785

Part A: Pupil premium strategy plan

Statement of intent

We are an ambitious and inclusive school where our vision is for all pupils to experience *life in all its fullness* now and in the future.

We currently have a small number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group and we also include in the provision detailed in this strategy a wider group of 'disadvantaged' pupils with individual needs and vulnerabilities.

High-quality teaching, targeted teaching and wider strategies form the basis of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This has 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted 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

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress – reading, writing and maths We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths.
2	Develop vocabulary for oracy and writing Our observations of children's oral language and our knowledge of children's writing shows us that some pupils who are eligible for pupil premium do not use and understand the same level of vocabulary as their peers.
3	Support personal development and well-being Our discussions with pupils and families, including well-being surveys and regular pupil voice sessions, have identified social and emotional issues for some families where children are eligible for pupil premium. We know that for some of these pupils, there are varied barriers to them participating in the same level of extra-curricular and wider cultural experiences as their peers. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities.
4	Provide opportunity for access to wider experiences Discussions with children and parents indicate that some of our children receiving pupil premium funding do not have the same wider experiences than some of those who do not receive pupil premium funding. Therefore we endeavour to plan opportunities and experiences into our curriculum offer and after school clubs (sport, music, art, debating, chess etc) for these children to attend.

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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for individual disadvantaged pupils.	Percentages of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the three years of this plan are in line with percentage for non-disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	Yearly assessments reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• an increase in participation in enrichment activities, particularly among disadvantaged pupils• full access to, and increased participation in, whole school events and trips, including residential trips.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use standardised diagnostic assessments. Training for new staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1,2
Continue to review ELS – both appropriateness of the scheme and how it is implemented.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	1,2
Continue to offer Emotional Literacy Support to increase pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular,	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	3
Sustain well-being by increasing pupil participation in a wide range of enrichment and extra-curricular activities.	Increase in well-being demonstrated through well-being surveys; increase in personal development demonstrated through PSHE assessments, for example. All disadvantaged pupils attend at least one after school club and participate fully in all enrichment activities within the school day, including our residential trip.	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,2
Complete 'morning booster' sessions for Reading, writing and maths' This will be delivered by staff members	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Additional teacher and teaching assistant time directed at Year 5 & 6 to ensure small group intervention within the school day	see above	1,2,3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2
Ensuring that all children have access to enriching activities are able to attending school clubs, day trips and residential trips by subsidising these trips.	By removing cost as a barrier, the children will have access to enriching activities and experiences	4
Contingency fund for acute issues.	Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (uniform, trips, fair tokens)	1,2,3,4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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.

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.