

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	Hazel Grove Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	24.6% (90)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Adam Hossen
Pupil premium lead	Mrs Paula Llanwarne
Governor / Trustee lead	Mrs Rachel Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,730
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,730

Part A: Pupil premium strategy plan

Statement of intent

At Hazel Grove Primary School all members of staff and governors accept responsibility for **all pupils** recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

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 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To increase attendance for pupils in receipt of pupil Premium funding. Currently- Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	To support pupils individual needs to enable them to make expected progress from their starting points.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning and feel happy and safe in school.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality adaptive teaching and targeted interventions where needed to support them in making progress.

Activity in this academic year

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

Teaching

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Teachers In class and bespoke programmes delivered by Teaching assistants.	EYFS Nurture/ friendship group - TA or teacher 30 mins per week SALT group - TA or teacher 30-60 mins per week plus WELLCOMM programme Motor skills group - TA 30 mins per week plus Daily Funky Fingers and Squiggle	2, 3, 4

<p>2 x 1:1 support from teaching assistants for children with specific needs.</p>	<p>Maths fluency group - TA or teacher 30 mins per week PSED check in's - TA or teacher 1 hour per week Additional Guided Reading group TA 1 hour per week (Rocket readers) Additional Phonics group TA 1 hour per week. Whizzy writers</p> <p>KS1 Y1 Phonics intervention group TA 3 x 30 mins per week Story narrative group TA 1 x 1hour per week. Nurture group TA 1 x 1 hour per week Motor skills group 1 x 30 mins per week</p> <p>Y2 Nurture group TA 1 x 1 hour per week Motor skills group TA 1 x 30 mins per week. Extra support in class as a small group by teacher/TA 5 x 3 hour per week Brain boost intervention TA 4 x per week for 20 minutes. Extra reading sessions with teacher and teaching assistant 2 hour per week Friendship Terrace intervention 1 hour per week ran by teacher.</p> <p>KS2 Y3 LSS follow up work TA 1 x 30 mins per week x two children Focussed reading group TA 1 x 1 hour per week Targeted Maths groups two x TA 45mins daily Targeted phonics support daily 30 mins 1:1 immediate maths follow up TA 4 x 45mins</p> <p>Y4 Phonics phase 3 TA 15mins x 3 per week Phonics phase 5 Teacher 30 min per week Reading inference TA 30 min per week 1:1 reading TA 10 min each day Guided reading session TA 30 min x 3session each week Maths recovery 1 x TA daily 45 mins</p> <p>Y5 1:1 reading TA 10 min each day LSS follow up work TA 1 x 30 mins per week Toe by toe phonics TA 1x 30mins per week</p>
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	<p>Nurture check in's daily TA 10mins per day Small group maths and reading support 2 hours per week.</p> <p>Y6</p> <p>Making Decisions TA 30mins daily SEND/PP Making Decisions arithmetic support and practice TA 30mins daily Maths Support in class TA 1 hour daily SEND/PP Small group intervention with TA 30mins daily Reading Inference TA 30 mins 3 x per week SEND/PP Inference, TA 3 x per week Spelling and Grammar) intervention e.g. SNIP with TA 30mins daily. SNIP Dyslexic Spelling Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Collaborative Learning (+5)</p>	
Staff CPD	<p>High quality staff CPD linked to School Improvement plan – Quality first teaching linked to positive relationships, engagement, subject knowledge and pedagogy, planning (including adaptive teaching), pitch and AFL.</p> <p>This is threaded throughout the year in staff meetings, observations, learning walks and INSET days.</p> <p>Professional learning enabling staff to become experts in teaching EAL pupils.</p> <p>Professional learning allowing for studying of theories with direct links to implications for the classroom (Action Research Community-ARC) Rosenshine Principles</p> <p>Research: Education Endowment – Professional development</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional.pdf?v=1635355217</p> <p>development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</p>	2,3,4

Targeted academic

support Budgeted cost:

£46,000

Learning Support service teacher 1/2 x day a week Teacher working with individual children	1:1 support for targeted children Identification and assessment. Follow up work for in class support. Research: Education Endowment – Oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2, 3,4
Speech and Language Therapist 1 x day a week working with individual children and small groups – summer term only	Support needed for language and communication skills for children working below age related expectations across in KS1 and 2. Research: Education Endowment – Oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Ethnic diversity support 1 x day per week	Assessment and targeted support for EAL children. Research: https://www.stockport.gov.uk/about-the-ethnic https://www.stockport.gov.uk/about-the-ethnic-diversity-service	
Maths Recovery programme	A targeted maths intervention programme that diagnoses and address specific gaps in maths. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

Activity	Evidence that supports this approach	Challenge number(s) addressed

Inference intervention	<p>Targeted children receiving small group support with inference to support reading and understanding.</p> <p>Research: Education Endowment- Making best use of Teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
Effective deployment of Teaching assistants	<p>Targeted pupils to receive small group interventions to support accelerated progress.</p> <p>Research: Education Endowment- Making best use of Teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4
Teaching Assistant timetable re-evaluated to deliver pastoral Nurture groups. ELSA trained teaching assistant	<p>Targeted pupils to receive weekly nurture groups to support pupil wellbeing and mental good health. Research: Education Endowment- Making best use of Teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>There is no commonly used definition of childhood vulnerability. A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.</p> <p>Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases risk of this happening. (No child left behind DfE)</p>	2,4
Motor skills	<p>Targeted pupils to receive weekly nurture groups to support pupil wellbeing and mental good health. Research: Education Endowment- Making best use of Teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4
Supersonic phonics programme for EYFS and KS1	<p>Additional phonics support for targeted children. Research: Education Endowment- Making best use of Teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,4
Times Table Rockstar's	<p>Online games to support the teaching of timetables in school and at home.</p> <p>Research: Case studies -</p> <p>https://trockstars.com/page/showcase</p>	2,4

White Rose Maths	Rosenshine suggests that the best teachers are those that recognise and overcome the limitations of their student' cognitive load by teaching material in small steps. These teachers adopt this sequential learning approach to ensure that their students have mastered a concept before moving on the next steps. (Rosenshine's Principle of Instruction)	2
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Wider strategies

Budgeted cost: £37,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead will work with vulnerable pupils and families.	<p>Pupils are safe and are confident in themselves and can manage their emotions effectively.</p> <p>Strengthened partnership with parents/carers.</p> <p>Parents/Carers regularly support pupils.</p> <p>Research: Education Endowment – Improving social and emotional learning in primary schools and working with parents to support children learning</p> <p>Central to raising standards in Education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE 2022)</p>	1,2,3

Head teacher, Deputy head, Phase Lead, SBM and office manager	<p>Finance organisation, preparing the strategy, data analysis</p> <p>First day calls home to monitor absence and</p> <p>Weekly attendance monitoring</p> <p>Research: Working together to improve school attendance.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
House points and rewards linked to school values	<p>Behaviour, including learning behaviour, is good and more than good across school.</p> <p>Pupils make good progress in learning. Research: Educational Endowment – Improving behaviour in schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance</p>	1,2,3,4

Robin Wood residential	Opportunity for pupils to experience time away from home, team building and new endeavours. Research: Educational Endowment – Essential life skills. https://d2tic4wvo1iusb.cloud-front.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1671064338	3,4
Music instrument tuition	Weekly opportunities for children to learn brass, Ukuleles and steel pans in KS2 Research: Education Endowment – Arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participationlearning-toolkit/arts-participation	2,3,4
Wider curriculum opportunities e.g. visits' out, visitors in, workshops etc.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. Research: School Inspection handbook. https://www.gov.uk/government/publications/school-inspection-handbook-eif	1,2,3,4
PP+ Extra opportunities, external sports clubs, laptops, uniform	Allocated monies to provide support for activities and opportunities to build cultural capital, wellbeing and family support. Research: https://www.gov.uk/government/publications/pupil-premium/pupil-premium	

Total budgeted cost: £ 153,730

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 2023 to 2024 academic year.

Activity	Impact
Professional learning – Rosenshine Principles	Developing all staffs awareness of cognitive science, classroom practices and cognitive support in the classroom.
PDA training	Developing all staffs awareness of importance of supporting pupils with PDA
INSET	
Improved metacognition and self-regulation in teaching and learning activities.	Work has been done on encouraging pupils to reflect on their learning through using knowledge organisers to summarise and explain different concepts within subjects areas.
Pupils retain taught facts and can apply these through retrieval practice.	Review of learning and daily making decisions continued in classes and was used to identify gaps in learning.
Support pupil progress by considering individual needs and supporting these through a range of tailored small-group interventions.	Interventions discussed and implemented to support pupils.

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
Office 365	Microsoft
Nessy	British Dyslexia Foundation
Spelling Shed	Edshed
TT Rockstars	Maths Circle
Wellcomm	GL Assessment
National Tutoring Programme	The Department for Education
White Rose Maths	Maths Hub
Phonics	Fischer Family Trust
Lightning Squad	Fischer Family Trust
Jungle Club	Fischer Family Trust
Reciprocal Reading	Fischer Family Trust
Charanga	Charanga