

Pupil premium strategy statement 2025-2026

Hampton Hargate Primary School is a three form entry school in Peterborough. We cater for Reception to Year 6 and provide extended provision from 7.45am to 6.00pm each day.

We encourage and promote high aspirations and ambitions for our pupils and believe in improving life chances for potentially vulnerable children. We believe that no child should be ignored. We strongly believe that all children should be given the opportunity to achieve and our job is to encourage and extend their passion and thirst for knowledge, resulting in pupils realising their full potential. This statement details our school's use of our pupil premium funding to improve the attainment of our disadvantaged pupils. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.

School overview

Detail	Data
School name	Hampton Hargate Primary School
Number of pupils in school	639
Proportion (%) of pupil premium eligible pupils (118 Pupils)	18.5%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andy Lyons
Pupil premium lead	Sarah Moss
Governor / Trustee lead	Helen Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,355
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£234,280

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups, irrespective of their background or the challenges they face, so they make good progress. It is widely known and well researched that great teaching, meticulous planning and positive relationships with pupils can make a huge difference on the outcomes of all pupils but particularly those who are disadvantaged. As a school we have developed an excellent track record of ensuring that pupils make good or better progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. The school is continually adapting our provision to improve the outcomes for disadvantaged pupils using the EEF research.

Furthermore, children who join our school in Reception are proven to make better progress and higher attainment than those who join throughout KS2 proving that the longer you are in our school, the better your attainment and progress. Those that join during KS2 still make progress but the time available to increase this progress can be far less. High-quality teaching is at the heart of our approach which is proven to have a positive impact on attainment and progress.

We have started each year looking at and considering the needs of pupils in our school, the context and the successes of previous years and initiatives/interventions which have had greatest impact. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending. We have regular Pupil Premium Meetings to identify need and plan for support and interventions. This responsive approach ensures we meet individual needs as well as common challenges.

Identification of Pupils

- All teaching staff and appropriate support staff are involved in the analysis of data, identification of pupils and implemented interventions.
- All pupil premium children benefit from the funding, not just those who are under achieving.
- We identify appropriate support and interventions based upon our professional judgement and knowledge of the pupils and not just on research or recommendations
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...." This is a continuous process to ensure fluidity in both support and challenge.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive high-quality teaching.

- Set and promote high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Report back to all SLT and teachers on strengths and areas for development relating to the quality of teaching and to the DH and AHT during Pupil Progress Meetings.
- Provide and encourage high quality CPD

- Improve assessment through joint moderation exercises as part of KS Teams and whole school staff sessions

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention in KS1 and EYFS as well as in year admissions to our school, identifying and addressing gaps in learning
- Extended learning out of school hours and lunch times

Individualising support

We ensure that there is no stigma attached to being in an intervention group at our school. We believe that every pupil, at some point in their schooling, needs something, whatever that might be. The National Tutoring Programme (School Led Tutoring) is being used alongside existing interventions and provision, for pupils whose education has been impacted as a result of Covid.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly to support the next steps for the child/ren. Including all assessment data- both formal and informal.
- Using teachers and TAs to provide high quality interventions and are responsive to change in needs and support required by pupils.
- Matching the skills of the support staff to the interventions they provide to ensure maximum impact on learning.
- Ensuring our approach is embedded across the school so all staff take responsibility for the outcomes of our disadvantaged pupils and raise the expectations and aspirations for these children.
- Recognising and building on each child’s strengths to further boost confidence, enthusiasm and self-esteem

Challenges

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

Challenge number	Detail of challenge
1	Continue to ensure the importance of high attendance is consistently promoted by all staff and barriers to good attendance are identified and actioned.
2	Further narrow the attainment gap in children achieving the expected standard in reading, writing, maths and at greater depth by reducing barriers to ensure highly positive outcomes and experiences for all pupils.
3	Maintaining the improvement with progress over time which in turn, helps narrow gap with non-PP pupils.

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
1	<p>Continue to monitor the attendance for our PP pupils to further narrow the gap and maintain the improvements made to date.</p> <p>The importance of high attendance is consistently promoted by all staff and barriers to good attendance are identified and actioned.</p>	<p>Maintain the excellent procedures in place to maintain the attendance for our disadvantaged pupils.</p> <p>Attendance lead to work with HT, PP lead, SENDcos and Office to identify the families that need further support on regular attendance. Continue to action concerns and monitor concerns.</p> <p>Family Support Worker involved in supporting the families identified and signposting further support if needed.</p> <p>Early Help offered when identified. SENDco to seek additional support if needed.</p> <p>Families already involved in the EHA process given the ongoing support needed to enable pupils to be in school and on time. Regular communication with parents to encourage and secure good attendance.</p> <p>Early starters offered to identified families as and when identified.</p> <p>FSW to work with pupils in identifying issues and thus improving attendance.</p> <p>Support and provision in place for identified families- this may be involved support in getting the child into school, Early Starters and transport if needed.</p> <p>Home visits made when needed.</p>
2	<p>Further narrow the attainment gap in children achieving the expected standard in reading, writing, maths and at greater depth by reducing barriers, to ensure highly positive outcomes and experiences for all pupils.</p>	<p>Teachers to continue to deliver high quality teaching for all pupils. Use key information, data and pupil learning to further extend and build on long term knowledge. Act early to intervene and provide the support identified.</p>

		<p>Pupil Progress meetings to identify and challenge each child to ensure they reach their potential.</p> <p>Meetings with parents to involve them in supporting children or if further support is needed.</p> <p>PP TAs continue to provide excellent support for all PP children. Meeting with teachers regularly to build on current learning and monitor impact and progress in the classroom.</p> <p>Work with Reading and Maths Intervention leads to further support teaching and learning.</p> <p>Analysis of assessments throughout the year will identify gaps in learning and this will inform future interventions and support needed.</p> <p>Marking informs and extends misconceptions and supports progress.</p> <p>Interventions provided throughout the year are monitored and adapted to further support.</p> <p>Outcome gaps for PP children are narrowed and more in line with non-PP. This will be reflected in ongoing assessments, lesson observations, work scrutiny and pupil confidence discussion.</p> <p>Data continues to illustrate that the longer the child is in our school, (or less mobility factors), the greater their progress over time.</p> <p>KS2 outcomes continue to improve.</p>
3	<p>To continue to enhance the opportunities and experiences to provide an enriched curriculum and plan quality opportunities that allow children to gain the knowledge they need to prepare them for their future successes.</p>	<p>All staff are totally committed to improving the life chances for our potentially vulnerable children, in order to improve outcomes for as many children as we can reach.</p> <p>Provide an environment in which all our children are secure and confident, irrespective of</p>

	<p>To expand their cultural capital through their education and curriculum provision, irrespective of their background.</p> <p>To raise aspirations and understanding of the value of education/importance of effort at school, linked to future life, wellbeing and occupations.</p>	<p>race, gender and religion, with Equal Opportunities for all.</p> <p>Strive to narrow the gap and the opportunities provided for our children, through consistency in the quality of teaching and learning as well as the provision and wider experience they have within the school.</p> <p>Encourage our children to develop a love of learning. Pupils have improved aspirations and can express this showing an understanding of education both within and beyond the school.</p> <p>Ensure our pupils have memorable experiences that help to support their engagement and escalate progress in all subjects</p>
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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: **£225,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy PP TAS to support, challenge and offer nurture to all PP children.</p>	<p>The EEF guide to The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. It also states quality first teaching and professional development should be a priority as the first tier approach.</p> <p>As the children will be supported 1:1, in small groups or during whole class lessons they will receive timely support and more attention, and this will increase outcomes for these pupils. We have met with teachers, looked at data and identified the appropriate interventions for the individuals. Clear planning for each child/group will ensure the learning is continuous and that the next steps are clear. Continue individualised and group support, monitor progress,</p>	<p>ALL</p>

	<p>implement new interventions to further enhance pupil progress and close the gap. Have consistent communication between class teachers and TAS to ensure needs are identified and met, and they support the current learning. Research reinforces the positive impact timely intervention has on improved progress. As a school, we need to provide training to staff delivering support when identified.</p> <p>Following EEF guidance on best practice using a highly experienced and qualified member of teaching staff to lead the interventions delivered by support staff.</p>	
Staff to attend relevant CPD throughout the year	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>PP Lead attending 'Teaching Reading Training with PP HLTA. Focus is on a range of discussion-based strategies, which aim to improve pupils' reading skills across the curriculum, creating highly engaged readers through fostering enjoyment of reading. This will then be shared with all staff.</p> <p>EYFS teacher is attending 'Write Start' training. This will further support our ethos of supporting all pupils from entry.</p> <p>Ongoing Little Wandle Training for new staff or change of staffing to key year groups.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly disadvantaged pupils.</p> <p>Both Phonic Leads are attending The Phonics Excellence Clinic to ensure they are both sharing and absorbing excellent practice.</p> <p>Helicopter stories- For EYFS team, to support Oracy. This is proving an excellent provision for developing key oracy skills and we need to train all new staff to ensure effective delivery.</p> <p>Continue to identify CPD- this may be through Performance management meetings or CPD required by new staff. Any changes to the curriculum may trigger additional training requirements.</p>	ALL
		2,3
Further develop parental engagement to improve attendance for those identified children and support parents with	<p>Parental engagement is key to enhancing our provision. This involves parents in supporting their child's academic learning as well as providing parents with the support they may need. This could be with homework, attendance, behaviour or the child's well-being. When needed provide parents with a more intensive support programme.</p>	1

homework and their learning activities.	EEF research shows parental engagement has a positive impact of +4 months. Ensure communication with home is tailored to develop and encourage positive dialogue. Continue to review our website provision to support home learning and empower parents to support in their child's learning	
Continue to support children identified with specific challenging behaviour to further improvement attainment	Continue to develop a positive school ethos which supports the child's engagement in their learning. Use a wide range of specialised programmes which target specific behavioural issues. There is evidence across a range of different interventions, and the school will select the appropriate support for each individual need. Provide any CPD for staff working with the children to ensure maximum impact. Constantly review our provision to ensure it meets the needs of all children. Provide timely support and Individual behaviour plans where needed.	2,3

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

Budgeted cost: **£2200 for Phonics Boosters**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: EEF research shows synthetic phonics programmes have an impact of +5 months RA to work with identified children and staff to offer immediate, effective support for all. Ensure resources are available to enable all staff to effectively implement phonics teaching. Provide booster and interventions if identified and review the impact.	2, 3
Provide boosters when identified to ensure children make the identified progress and standards	Following EEF guidance on best practice using a highly experienced and qualified member of teaching staff to lead the interventions delivered by all staff. Class teachers and Tas to provide timely interventions in school to support and enable good progress.	2

	<p>PP meetings support early identification of concerns for pupils who are not on track to make identified progress.</p> <p>Provide boosters for those children who need further reinforcement and teaching.</p> <p>EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **6,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide further enrichment activities that cover cross-curricular topics	Attempt to level the playing field between financially secure families and our Pupil Premium children by offering a range of enrichment opportunities to access wider cultural experiences (theatre trips, cinema, hands-on outdoor pursuits, crafts etc) upon which to draw inspiration for in school learning, particularly writing, art and science.	ALL- especially 3
Subsidise trips and residential	Offer support to families with residentials, trips, milk and swimming.	ALL- especially 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Working closely with families and early intervention secures better outcomes. EEF research shows parental engagement has a positive impact of +4 months The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £234,280