

Pupil premium strategy statement – Pearl Hyde 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	273
Proportion (%) of pupil premium eligible pupils	17%
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)	2024/25 2025/26 2026/27
Date this statement was published	30.1.26
Date on which it will be reviewed	30.1.27
Statement authorised by	C. Denton
Pupil premium lead	J. Brown
Governor / Trustee lead	Amirah Kassim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
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>	£65,145

Part A: Pupil premium strategy plan

Statement of intent

Pearl Hyde Community Primary School serves 273 children, 46 of whom are Pupil Premium. At the core of our school values is a determination to raise standards and aspirations for all children, particularly those from the most challenging backgrounds or with additional vulnerabilities. This Pupil premium strategy is underpinned by research from the Education Endowment Fund to ensure that funds are spent in ways that have the most impact on our pupils. We have taken the time to study data: examining attainment, attendance and participation of Pupil Premium children. This has led us to formulate the overarching objectives as set out below:

- To raise the attainment of PP children to be in line with non-PP children in English and Maths
- To raise aspirations and improve cultural awareness of PP children
- To ensure PP children have appropriate representation and are able to participate in all the opportunities school provide to enhance the personal development of our pupils.

In order to achieve the objectives, we will:

- Ensure teachers understand children's starting points in relation to the national curriculum so that teaching is personalised to ensure progress is made
- Act early to intervene at the point need is identified
- Ensure PP children have an increased opportunity to participate in after school clubs and school trips
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve

Crucially, we know that high quality, first wave teaching is proven to have the highest impact on pupil outcomes. This is why we continually improve the quality of teaching in our school by working with our partner schools as part of Finham Multi Academy Trust. Specific strategies such as Instructional Coaching and Responsive Teaching programmes for teachers have allowed a bespoke programme of improvement for Pearl Hyde School as a whole and for each individual teacher dependent on need. We are also aware that the ability to articulate yourself appropriately in a variety of situations throughout life is essential. Therefore, we aim to develop oracy for our PP children as it has been proven to develop life chances.

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 KS2 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 than their peers. This negatively impacts their development as readers and mathematicians.
3	Our attendance data is not yet in line with national figures. A focus on improving this is a whole school priority. PP children will be a particular focus for support ensuring that non-pp children and pp children are in line and figures for all children indicate they are in school more often. There will also be a focus on ensuring that PP children do not become persistently absent.
4	Out of hours learning attendance data indicates that while some PP children attend many clubs are heavily involved in school life some do not participate in any. Further work needs to be done to ensure that PP children have the opportunity to join clubs and that barriers are overcome on a child-by-child bases

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 significantly improved oral language among disadvantaged pupils. Fluency tests are used to ensure children are reading the correct high-level texts and therefore exposed to ambitious vocabulary.
Maintain reading attainment among pupils.	The year 1 phonics screening results in 2025/26 will continue to show a trend where results are consistently in line with or above national.

	KS2 reading outcomes in 2025/26 show that reading results are in line with the national average and there will be a three year trend where results are consistently in line with national. In Year 6 the attainment gap between PP and non PP children will narrow. Children and parent opinion of reading and reading at home will improve to support attainment, a lifelong love of reading will be created which is a key predictor of future success.
Improved writing attainment among pupils.	Writing attainment will improve in all year groups. KS1 writing outcomes in 2026 will improve from starting points. In KS2, 2024/25 writing results were above national and the local authority. This trend will continue in 2025/26. In Year 6 the attainment gap between PP and non PP children will narrow.
Improved maths attainment among pupils In Year 6 the attainment gap between PP and non PP children will narrow.	KS1 outcomes in 2024/25 were above 75%. This trend will continue in 2025/26. Maths attainment will improve in all KS2 year groups. Outcomes at the end of KS2 will improve to be in line with national. In Year 6 the attainment gap between PP and non PP children will narrow.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents as measured in CPOMS
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: A rise in attendance figures from 92% to be in line with non-PP children. A decrease in the number of PP children being persistently absent, reducing from 30% to be broadly in line with national at 17%.

	Identifying individual pupils and providing families with personalised support to ensure that children access school regularly.
To increase the number of PP children participating in out of hours learning, residential and other enhancement activities	The percentage of PP children participating in clubs will represent the number of PP children in school or be higher. Club registers will show this.

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: £ 40,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train staff on how analysis can be used to inform teaching and type of intervention, especially in Maths.	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:	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

extend vocabulary.		
Ensure fidelity to the DfE validated Systematic Synthetic Phonics programme we have at Pearl Hyde-RWI by purchasing training for all staff as well as regularly coaching and monitoring phonics teaching in school.	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/education-evidence/teaching-learning-toolkit/phonics	2
Continue to train staff to use the Talk For Writing scheme with accuracy and fidelity	TFW has been chosen due to it's emphasis on improving oral skills as well as it's focus on modelling and supported practice. Two named strategies by the EEF in their improving literacy in KS2 summary. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1672645296	3
Provide TAs with high quality CPD	Provide TAs with access to high quality Subject Knowledge for Teaching courses and PD training on enabling children to take ownership of their own learning. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702616612 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702618873	1,3
Provide TAs with high quality CPD	Provide TAs with access to high quality Subject Knowledge for Teaching courses and PD training on enabling children to take ownership of their own learning. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702616612	1,3

	assistants/TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf?v=1702616612 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702618873	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,000

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 as instructed by RWI professionals.	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/education-evidence/teaching-learning-toolkit/phonics	2
Provide pupils with interventions to support language development, English and Maths.	Implement high-quality targeted and structured interventions that complement teaching and learning objectives. Interventions complement whole school schemes so children receive a consistent approach inside and outside of the classroom. https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1702631335	1,2,3
Deploy TAs effectively to support	Use TAs to deliver high quality structured interventions that employ strategies of effective teaching to ensure that they are	1,2,3

children's progress both inside and outside of the classroom	successful. TAs to effectively help pupils develop independent skills and manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Implement Peer Tutoring inside and outside of the classroom	Peer Tutoring to be modelled and implemented during maths lessons across school. Older pupils to peer tutor younger pupils through the school initiative of a Story Squad. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1,2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working together to improve attendance advice. This will involve training for staff to develop and implement new procedures. The learning mentor and leadership team will need time to work together.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Staff to ensure that communication between school and parents is clear, 2-way and positive. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3

To continue to improve well-being through music lessons.	Provide children with a morning or afternoon music lesson to ensure they are in school and ready for learning.	4
To continue to improve the number of children who love to read	Provide children with the opportunity to own their own books to improve their love for reading and attainment. https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting	4
To continue to improve attainment by increasing the number of children who eat a healthy breakfast	Provide children with a morning breakfast club to ensure they are in school and ready for learning. Continue to invite those children who are identified as being persistently absent. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
To support families with attendance where there are children who are persistently absent	Provide families with the option of children being driven to school on the minibus to ensure they are in school and ready for learning.	4

Total budgeted cost: £ 65,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are not attaining in line with their peers and that the gap between pupil premium and national is still wide. In year 6 this gap is improving. In writing year 6, Pearl Hyde was above national and only slightly below national in reading. Pearl Hyde has also achieved above local authority figures in reading and writing. We now need to continue this improvement across writing and reading with maths identified as an area in need of significant improvement.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This data has demonstrated that our attendance percentage is gradually increasing, being less than 1% off national average. Our persistent absence data has improved by 16% and while we are still needing improvement to close the gap from national attendance figures, this improvement is a large step in the right direction.

Based on the information above, we are at present on course to achieve outcomes set out to achieve by the end of our current plan in 2026/27.

Our evaluation of the approaches delivered last academic year indicates that as well as improving in wellbeing, we are making significant progress in attendance and absence. Attainment for reading and writing has also risen and we expect to see a consistent upward trajectory continue for disadvantaged children achieving are related expectations in 25/26. We expect to see this trajectory in maths match our achievement for reading and writing.