



# Pupil premium strategy statement – 2025/2026

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                                     | Hadrian Park Primary   |
| Number of pupils in school                      | 2 year old provision = 26<br>Nursery = 42<br>Reception = 48<br>Year 1 = 57<br>Year 2 = 40<br>Year 3 = 63<br>Year 4 = 39<br>Year 5 = 62<br>Year 6 = 50<br>Total Number of Children = 427<br>Total Number of children (YR to Y6) = 359<br>Total Number of children (Y1 to Y6) = 311  |
| Proportion (%) of pupil premium eligible pupils | 104 children (R-Y6)<br>33% of the whole school eligible children (Y1 to Y6)<br>Y1 = (26) % of cohort are PP<br>Y2 = (30) % of cohort are PP<br>Y3 = (32) % of cohort are PP<br>Y4 = (44) % of cohort are PP<br>Y5 = (30) % of cohort are PP<br>Y6 = (38) % of cohort are PP  |
| Proportion (%) of pupil premium also SEND       | Pupil premium children, are also SEND<br>24% (25) of children from Y1 to Y6 are Pupil premium children, are also SEND<br>Y1 = (40) % of PP in this cohort are SEND<br>Y2 = (42) % of PP in this cohort are SEND<br>Y3 = (14) % of PP in this cohort are SEND<br>Y4 = (29) % of PP in this cohort are SEND<br>Y5 = (17) % of PP in this cohort are SEND |

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|   | Y6 = (16) % of PP in this cohort are SEND |
| FSM6 (taken from Jan 2025 census)   | 110                                       |
| Post LAC (adopted from Care)  | 5   |
| LAC   | 0   |
| Services  | 0   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025/2026<br>2026/2027<br>2027/2028       |
| Date this statement was published   | September 2025                            |
| Date on which it will be reviewed   | September 2026                            |
| Statement authorised by   | Miss A Gibson - HT                        |
| Pupil premium lead  | Miss C Fletcher - DHT                     |
| Governor / Trustee lead   | Mr M Denton - COG                         |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year<br>*latest information available, full year application   | £156,045<br><br>(April 25-March 26 financial year) |
| Recovery premium funding allocation this academic year<br>*latest information available, not full year application  | N/A  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £156,045   |

# Part A: Pupil premium strategy plan

## Statement of intent

At Hadrian Park Primary our ultimate objective for our disadvantaged pupils is that they reach their full educational potential through a diet of bespoke, quality first teaching opportunities and proactive learning strategies and approaches, throughout their time with us. We provide a caring, supportive and stimulating environment in which pupils can learn and become responsible, confident and independent lifelong learners. We also acknowledge that all pupils are individuals and may require additional support at different times, regardless of their status.

Our current pupil premium strategy plan works towards achieving our set objectives as we ensure that all staff are provided with a rich and extensive program of CDP to help meet the needs of all learners. PACE of learning is integral to all childrens' learning outcomes, and learning opportunities match all pupils starting points and their learning needs. Continuous formative and summative assessment, ensures that data is used proactively to drive and shape planning to ensure that all children are provided with a continuous stream of layered learning and daily assessment opportunities. All learning opportunities are designed to inspire, nurture and promote a real thirst of learning, within a nurturing environment in which we promote the skills required to become a successful lifelong learner. To help each pupil to develop an inquiring mind; the ability to question and debate rationally; and to use this ability in the application of tasks and skills.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least expected progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. In order to achieve this, we ensure to delivery high quality and pedagogical proven CPD for all staff. We are focusing on the Great Teaching Tool to enhance pedagogy and teaching effectiveness for all. This initiative developed with Cambridge Assessment International Education uses research-based frameworks to improve teacher practice and pupil impact. This will also be fundamental to our performance management systems, supporting consistency in teaching.

### Key Principles:-

- **Focus on improving writing outcomes across all key stages, with a particular emphasis on Key Stage 2, to address the attainment gap for disadvantaged pupils.** This includes targeted interventions, high-quality CPD focused on writing pedagogy, and the use of diagnostic tools such as Shine Interventions to personalise support. Writing moderation, modelling, and scaffolded approaches will be embedded to ensure consistency and progression in writing outcomes across the school.
- **Focus on early reading and phonetic understanding to support and develop fluency, through the introduction and implementation of RWI phonics and spelling across the school.**

- Focus on the foundations of mathematical understanding to support fluency and mastery of understanding throughout school.
- Focus on opportunities and equality in line with their counterparts: trips and tools to enhance a broad and balanced curriculum.
- Focus on lateness and attendance monitoring to ensure that our most vulnerable are attending and engaged in school to ensure they have maximum opportunities to learn and excel.
- Support for our most vulnerable families through our proactive attendance approach; which utilises our wider Safeguarding Team and the Office staff to diminish the barriers to education and maintain positive relationships.
- Ensure our SEND provision meets the needs of our eligible PP children to enable opportunities and progress for all.
- Introduction of The Great Teaching Tool's four key components; understating the content, creating a supportive environment, maximising opportunities to learn and activating hard thinking.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>School Context of Deprivation:</b><br/>8% of pupils live in 20% most deprived areas Nationally and 56% of pupils live in the 30% least deprived areas Nationally, thus meaning that 56% of our children live in the 3<sup>rd</sup>/2<sup>nd</sup>/1<sup>st</sup> deciles of deprivation although school is on the 4<sup>th</sup> decile in ranking (where 10 is the most advantaged and 1 is the most disadvantaged). A number of our children are subject to child protection or child in need plans, or have an Early Help Assessment, family support workers or other agencies involved.</p>  |
| 2                | <p><b>Social Care Needs:</b><br/>Our school has a number of families supported historically or currently by outside agencies including social care and family partners.<br/>A number of our children are subject to, or have been subject to, Child Protection Plans, Child in Need Plans, Team around the Family, Supporting Families or logged Initial Concerns, Operation Encompass or Operation Endeavour.<br/>Homeless accommodation is available in Wallsend and we do have some transient children.<br/>Currently we have 0 Looked After Child (LAC) on our register and a number with a Special Guardianship Order/Post LAC (adopted from care) (5).</p> |
| 3                | <p><b>Attainment on entry:</b><br/>Pupil premium children currently do less well than non-disadvantaged and this gap begins on entry, however, COVID-19 has impacted negatively upon this also. The vast majority of children that join our School in-year (throughout the academic year) are eligible for Pupil Premium funding. Attainment on entry is</p>   |

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|   | checked within 2 weeks of joining our setting, via a rigorous baseline assessment and the vast majority are below age-related expectations and require immediate intervention. We have seen an increase in SEMH needs and Speech and Language difficulties upon entry within EYFS and KS1.   |
| 4 | <b>SEND:</b><br>We have 50 children on the SEND register which is 13% (excluding Nursery). There are also 4 (10%) children in Nursery on the SEND register. 6 children in school have EHCPs, with another 5 children with paperwork already submitted. The most common primary need is communication and interaction with increasing number of children diagnosed with autism, and speech, language and communication needs. There are also a number of children diagnosed with ADHD, dyslexia & physical disabilities. SEND cohorts vary across each key stage.   |
| 5 | <b>COVID-19 NATIONAL LOCKDOWN:</b><br>We continue to see and experience the negative impact of COVID-19, which has led to increasing GAP's in learning of PP pupils, alongside a negative impact in both mental and physical wellbeing of some children and their families within our community. This is a local and national picture, of which we all continue to work hard to tackle through a diet of tailored and personalised learning experiences.   |
| 6 | <b>Attendance: The most recent published data for attendance (September 2025)</b> confirms the impact that School leaders have on attendance. Overall absence is slightly higher than the average of Schools in North Tyneside (4.72%) and Nationally. Attendance remains above National average. The school's provisional 2024-2025 figures show overall absence as 5% and at 5.41% in 2023-2024.<br><b>Persistent Absence</b> (% of pupils absent for 10% or more sessions)<br>The rate of persistent absence is also slightly higher than the average of Schools in North Tyneside and National. In 2024-2025 the school percentage was 11.60%, which was a decreased from 2023/2024 =13.47%. Attendance for pupils eligible for PP absence in 2024/2025 was 8.14%, with 26% of PP pupils in the persistent absent category, which slightly higher than the average of Schools in North Tyneside, where the percentage is 21.36%. |

## 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  |
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| Accelerate pupils' progress from the children's starting point through to the end of KS2, so that the end of EYFS and KS2 sustain the recent improvements and meet, at least, National Standards.<br>Increase the children's progress and attainment in Reading, Writing, Maths and GPS in our current Year 6 for pupils eligible for PP, including more-able disadvantaged pupils, to be in-line with their peers – Our current year 6 cohort has 38% PP entitlement and our Key Stage 2 cohort has a 35% PP entitlement. | Pupils eligible for PP in Key Stage 2 to make rapid progress so that pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.<br>Proactive data captures that drive planning and ensure the needs of children are being met through personalised planning and delivery of learning.<br>The attainment gap between PP (FSM6) and Non-PP (FSM6) children is decreased. |

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| <p>Ensure that a higher % of PP children make expected and greater than expected progress to bring this in line with their peers.<br/>To ensure the progress gap between PP(FSM6) and Non-PP(FSM6) children is decreased.<br/>To ensure the progress gap between current FSM and Non-FSM children is decreased.</p>  | <p>Pupils eligible for PP across school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.<br/>Increase the % of children attaining national standards in RWM combined in-line with local and national benchmarks.</p>   |
| <p>Continue to ensure that teaching, learning and assessment across the school is at least competent with a proportion of highly competent and that this is impacting on PP achievement in all classes.<br/>Ensure that a higher % of PP pupils achieve the expected progress and attainment.</p> <p><b>Attainment Gap Priority</b><br/>Leaders have identified a notable gap in attainment between all pupils and those classed as disadvantaged. This gap is evident across all core subjects and is most pronounced in combined RWM outcomes. Addressing this disparity is a central focus of our pupil premium strategy.</p> | <p>Teaching, learning and assessment across the school will continue to be competent with a proportion of highly competent over time ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.<br/>HT, DHT and PP Lead Governor to be focused on leading and improving both progress and attainment of all disadvantaged pupils. They will lead on improving teaching and learning across the school, especially within interventions (progress and attainment).</p> |
| <p>Increase attendance rates for pupils eligible for PP across school ensuring that the number of pupils eligible for PP who are persistent absentees decreases.<br/>Continue to tackle any increase in absences.<br/>Specific focus on persistent absentees, utilising SLT and sharing up-to-date information with all school staff.<br/>PP pupils persistent absentees for 2024/2025 = 26% and North Tyneside 21.36%.</p>  | <p>Overall attendance rates for pupils eligible for PP will maintain to be below local and national and comparable with other pupil groups.</p> <p>There will be a decrease in the number of persistent absentees among pupils eligible for PP to be in line with local and national and comparable with other pupil groups.</p>   |

## 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.

### Strategic Focus on Disadvantaged Pupils

The following activities have been strategically selected to address the attainment gap between disadvantaged pupils and their peers. These include targeted academic interventions in writing, enhanced teaching capacity in UKS2, and leadership oversight to ensure personalised planning and responsive teaching. These actions are aligned with our school improvement priorities and are monitored for impact.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £98,305.19

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
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| <p>Employment of additional adults to support catch up to cohorts missing out on important opportunities across key phases. To also employ a Teacher within our 2 year old provision (The Den) to ensure that a proactive approach to learning is immediately offered, which will feed through nursery ready children into our main school offer.,</p> | <p><b>Rationale-</b> 2 year olds and Early years is the most crucial area in school to get right! Our most vulnerable children have limited opportunities and have low starting points on entry into Reception, as a school, we have identified the need to offer additional support to children in EYFS (including 2 year old provision (The Den), Nursery and Reception). The School has identified key cohorts of children that require additional intervention to consolidate prior learning and support moving their learning on into the next stage of their learning journey. Employment of additional adults around school, e.g. within transition year groups, The Den, EYFS, Year 2, Year 4 and Year 6 to provide immediate and productive learning opportunities for all.</p> <p>The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 020)</b> identifies four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li><b>1 Understanding the content</b></li> <li><b>2 Creating a supportive learning environment</b></li> <li><b>3 Maximising learning time</b></li> <li><b>4 Activating hard thinking</b></li> </ol> <p>Our strategy to invest in additional staffing capacity is firmly rooted in these dimensions. Evidence consistently shows that the quality of teaching is the most significant in-school factor influencing pupil outcomes, and that disadvantaged pupils</p> |                               |

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|  | <p>stand to gain the most from high-quality provision.</p> <p>By employing additional adults across school, we are ensuring that disadvantaged children benefit from:</p> <p><b>Targeted and adaptive support</b> from additional staff, addressing low starting points and enabling access to the full curriculum.</p> <p><b>Stronger transitions</b> across early years and key stages, preventing gaps from widening and consolidating prior learning.</p> <p><b>Reduced adult-to-pupil ratios</b>, allowing teachers to focus on high-quality whole-class instruction while extra adults deliver scaffolded interventions and immediate feedback.</p> <p>This strategic investment ensures that resources are directed where they will have the greatest impact – closing gaps early and preparing children for the next stage of their education.</p> <p><b>Evidence-</b> Coaching and mentoring is a proven method of improving teaching. In addition, The Teaching and Learning toolkit suggest that reduced class sizes has moderate impact for high cost, based on moderate evidence – resulting in on average an additional 3 months progress. An important factor when focusing on catch up. We aim to provide a minimum of 2 adults per classroom during the core sessions and then proactive utilisation of these adults within the afternoon to provide immediate support and challenge when diminishing the difference or providing pre-learning opportunities.</p> <p><b>High-quality teaching benefits disadvantaged pupils most.</b> The Great Teaching Toolkit (The GTT) highlights that structured support, effective feedback, and adaptive teaching approaches significantly improve outcomes, especially for those who are vulnerable.</p> <p><b>Small group and one-to-one tuition:</b> The EEF Teaching and Learning Toolkit finds that these interventions can accelerate progress by <b>=4 months</b> over an academic year. Additional adults make this possible at scale, representing strong value for money when measured against potential gains.</p> <p><b>Reduced class size effect:</b> EEF evidence suggests reduced class sizes yield a moderate impact of <b>+2 months progress</b>.</p> |  |
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|   | <p>By using the additional adults, we replicate the benefits of smaller classes without requiring structural changes.</p> <p><b>Coaching and Mentoring of staff</b> The GTT emphasis professional learning as a key driver of improvement. Training additional adults ensures that the investment has a sustainable impact, enhancing staff expertise as well as pupils outcomes.</p> <p><b>Feedback and pre-teaching:</b> Additional adults enable disadvantaged pupils to receive scaffolded input and immediate feedback, practices which the GTT identifies as among the most powerful for accelerating progress.</p>  |  |
| <p>Employment of an additional SLT member to increase capacity – acting UKS2 Lead. To complement our current SLT team of (1x Pre-EYFS Lead, 1 x EYFS Lead PT, 1 x KS1 lead and 1 x KS2 lead).</p> | <p><b>Rationale –</b></p> <p>At Hadrian Park Primary, we recognise that leadership capacity is a key driver in sustaining high-quality teaching and learning, particularly for our most disadvantaged pupils. The appointment of an additional SLT member, specifically an UKS2 Lead, is a strategic investment to strengthen leadership across the upper key stage and ensure consistent implementation of our pupil premium strategy. This role complements our existing leadership structure (Pre-EYFS Lead, EYFS Lead PT, KS1 Lead, LKS2 Lead) and is designed to directly impact teaching quality, curriculum delivery, and pupil outcomes.</p> <p>This leader will work directly with pupils, families, and staff to develop and embed personalised educational strategies that address individual needs. Their remit includes coaching and mentoring staff, modelling high-quality teaching, and leading on key initiatives such as The Great Teaching Toolkit (GTT), which underpins our whole-school pedagogical approach.</p> <p><b>Evidence –</b></p> <p>The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> identifies four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> </ol> <p>Our additional SLT member will lead on embedding these dimensions across UKS2, ensuring that teaching is consistently aligned with research-informed practice. By modelling and coaching around these</p> |  |

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|   | <p>principles, they will support staff to deliver adaptive, responsive teaching that meets the needs of all learners, particularly those eligible for pupil premium.</p> <p>The <b>Education Endowment Foundation (EEF)</b> highlights that <b>coaching and mentoring</b> can result in an average of <b>+5 months' progress</b>, especially when focused on improving classroom practice. This aligns with our approach of ensuring a minimum of two adults per classroom during core sessions, with strategic deployment in the afternoons for targeted support, pre-teaching, and feedback.</p> <p>Furthermore, the GTT emphasises that <b>professional learning</b> is a key lever for school improvement. By investing in leadership capacity, we are ensuring that staff development is sustained, strategic, and impactful. This role also supports our performance management systems, ensuring that pedagogy is continuously refined and aligned with our school's vision for excellence.</p> <p><b>Impact –</b><br/>This strategic leadership appointment will:</p> <ul style="list-style-type: none"> <li>• Enhance the quality and consistency of teaching across UKS2.</li> <li>• Provide targeted support and challenge to staff through coaching and mentoring.</li> <li>• Drive the implementation of The Great Teaching Toolkit to improve pupil outcomes.</li> <li>• Ensure that disadvantaged pupils receive high-quality, responsive teaching that accelerates progress and narrows attainment gaps.</li> </ul> |  |
| <p>Staff CPD aimed at individuals and groups around areas relevant to the core and the Foundation curriculum, ensuring aligned thinking to the core curriculum offer.</p> | <p><b>Rationale –</b><br/>At Hadrian Park Primary, we believe that high-quality teaching is the most significant in-school factor influencing pupil outcomes. To ensure all pupils, particularly those who are disadvantaged, receive the best possible education, we are committed to investing in continuous professional development (CPD) for all staff. Our CPD programme is designed to build teacher confidence, deepen subject knowledge, and embed consistent pedagogical approaches across the curriculum.</p> <p>This CPD offer is tailored to both individual and group needs, with a focus on core and foundation subjects. It ensures that all staff are aligned in their understanding of the curriculum intent, implementation, and</p>   |  |

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|   | <p>impact, and are equipped to deliver quality first teaching and responsive, two-way teaching strategies in every classroom.</p> <p><b>Evidence –</b><br/>The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> identifies four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> </ol> <p>Our CPD programme is structured around these dimensions, ensuring that staff are not only confident in what they teach but also in how they teach it. By focusing on these principles, we are embedding a shared language of pedagogy across the school, which supports consistency and high expectations.</p> <p>The <b>Education Endowment Foundation (EEF)</b> highlights that <b>effective professional development</b> can lead to an average of <b>+3 to +5 months’ progress</b>, particularly when it includes sustained support, coaching, and opportunities for reflection. At Hadrian Park, we use coaching and mentoring as core components of our CPD model, enabling staff to reflect on their practice, receive targeted feedback, and implement strategies that directly impact pupil progress.</p> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Improved teacher confidence and subject knowledge across all phases.</li> <li>• Greater consistency in teaching and learning approaches across the school.</li> <li>• Enhanced pupil outcomes through the delivery of high-quality, research-informed teaching.</li> <li>• Stronger alignment between curriculum design and classroom practice, ensuring all pupils—especially those eligible for pupil premium—access a broad, balanced, and ambitious curriculum.</li> </ul> |  |
| <p>Allocated release time for Senior Leaders/SENDSCO to oversee the comprehensive analysis of learning; RWI phonics and spelling, Reading</p> | <p><b>Rationale –</b><br/>At Hadrian Park Primary, we are committed to ensuring that all interventions and teaching strategies are rigorously monitored and evaluated for impact. Allocating dedicated release time for Senior Leaders and the SENDSCO enables a strategic and systematic approach to the analysis of</p>   |  |

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| <p>Plus, Writing and diminishing the difference and pre-teaching Interventions.</p> | <p>learning across key interventions. This includes Read Write Inc (RWI) phonics and spelling, Reading Plus, writing, and targeted pre-teaching strategies. The aim is to ensure triangulation between intervention delivery, pupil progress data, and classroom practice—ensuring that interventions are not only implemented but are demonstrably adding value.</p> <p>This leadership oversight ensures that interventions are responsive, evidence-informed, and aligned with the school’s wider curriculum and pedagogy. It also supports the early identification of gaps, enabling timely adjustments to provision and ensuring that all pupils—particularly those who are disadvantaged or have SEND—receive the support they need to thrive.</p> <p><b>Evidence –</b><br/> The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> outlines four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> <li>5. By allocating time for leaders to monitor and evaluate these dimensions within intervention programmes, we ensure that teaching remains high-quality and consistent across all tiers of provision. This approach supports the development of a reflective, data-informed culture where teaching is continuously refined to meet pupil needs.</li> </ol> <p>The <b>Education Endowment Foundation (EEF)</b>, in collaboration with the <b>Department for Education (DfE)</b>, found that children who received 30 weeks of structured intervention made, on average, <b>+4 months’ additional progress</b> in language skills compared to those receiving standard provision. This highlights the importance of sustained, well-monitored interventions and the role of leadership in ensuring their effectiveness.</p> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Improved alignment between intervention strategies and whole-class teaching.</li> <li>• Enhanced ability to measure the effectiveness of interventions through data triangulation.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• Increased capacity to respond to pupil needs in real time, ensuring no child is left behind.</li> <li>• Strengthened SEND provision through strategic oversight and targeted support.</li> </ul> |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,691.08

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Read Write Inc<br>1-2-1 Interventions<br>Pinny Time<br>Lowest 20% Intervention<br>RWI Comprehension<br>Fresh Start<br>RWI Spelling<br>Handwriting | <p><b>Rationale –</b><br/>           At Hadrian Park Primary, we have identified that a key barrier to progress for many of our disadvantaged pupils is limited phonetic knowledge, fluency, and application. This is particularly evident in the early stages of reading development, where gaps in phonics can significantly hinder access to the wider curriculum. To address this, we have embedded <b>Read Write Inc (RWI)</b> as a structured phonics programme, alongside <b>1-2-1 interventions</b> and <b>Pinny Time</b>, to provide targeted, high-frequency support for pupils who require additional input.</p> <p>These interventions are designed to develop fluency, phonetic understanding, and application, ensuring that pupils can decode confidently and read with increasing speed and accuracy. This approach is particularly beneficial for our youngest learners and those with the lowest starting points, supporting our whole-school aim of ensuring all children become confident, lifelong readers.</p> <p><b>Evidence –</b><br/>           The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> identifies four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> <li>5. Our phonics strategy aligns with these principles by ensuring that pupils receive structured, consistent teaching in a supportive environment, with regular opportunities to practise and apply their learning. The use of <b>1-2-1 interventions</b> and <b>Pinny Time</b></li> </ol> |                               |

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|   | <p>maximises learning time and provides immediate feedback, which the GTT identifies as a powerful driver of progress.</p> <p>The <b>Education Endowment Foundation (EEF)</b> Teaching and Learning Toolkit states that <b>phonics has a high impact for very low cost</b>, based on extensive evidence. It also highlights that <b>qualified teachers tend to achieve better outcomes</b> when delivering phonics interventions—up to twice the effectiveness of other staff—emphasising the importance of pedagogical expertise in early reading instruction.</p> <p>Research consistently shows that phonics is particularly effective for younger learners (ages 4–7), especially when embedded within a rich literacy environment. While phonics may be less effective for older readers with persistent difficulties, our approach ensures that these pupils are also supported through complementary strategies such as reading comprehension interventions.</p> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Accelerated progress in early reading for disadvantaged pupils.</li> <li>• Increased fluency and confidence in decoding and word recognition.</li> <li>• Improved access to the wider curriculum through stronger foundational literacy skills.</li> <li>• Enhanced staff expertise in delivering high-quality phonics instruction, aligned with the GTT framework.</li> </ul> |  |
| <p>Reading Plus (Preparing confident lifelong readers)</p> <p>OU RfP– Open University, Reading for Pleasure. To nurture lifelong readers</p> <p>Ed Shed</p> | <p><b>Rationale –</b></p> <p>At Hadrian Park Primary, we are committed to nurturing confident, lifelong readers. Following a two-year trial of Accelerated Reader, we identified that structured reading programmes like <b>Reading Plus</b> significantly increase pupil engagement and motivation to read. This enthusiasm for reading helps to break down barriers of social deprivation by offering children access to new experiences, vocabulary, and language through a wide range of texts.</p> <p>In addition, our partnership with the <b>Open University’s Reading for Pleasure (RfP)</b> programme supports our mission to embed a reading culture across the school. This initiative encourages children to develop intrinsic motivation to read, fostering</p>   |  |

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|   | <p>enjoyment and curiosity that extends beyond the classroom.</p> <p><b>Evidence –</b><br/> The <b>Education Endowment Foundation (EEF)</b> Teaching and Learning Toolkit identifies <b>reading comprehension strategies</b> as having <b>very high impact for very low cost</b>, based on extensive research. These strategies are particularly effective when they include structured approaches to developing pupils’ understanding of texts, vocabulary acquisition, and inference skills.</p> <p>The <b>Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> reinforces this by highlighting the importance of:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> </ol> <p>Reading Plus and OU RfP align with these principles by:</p> <ul style="list-style-type: none"> <li>• Providing structured, ability-matched texts that challenge and support pupils appropriately.</li> <li>• Creating a positive reading culture that values pupil choice and voice.</li> <li>• Maximising reading time through personalised pathways and regular practice.</li> <li>• Encouraging deeper thinking through comprehension tasks and discussion.</li> </ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Increased reading frequency and enjoyment among disadvantaged pupils.</li> <li>• Improved reading fluency, comprehension, and vocabulary acquisition.</li> <li>• Greater access to the wider curriculum through strengthened literacy skills.</li> <li>• A sustained culture of reading for pleasure across the school community.</li> </ul> |  |
| <p>Mathletics/White Rose/Timestable Rockstars</p> | <p><b>Rationale –</b><br/> At Hadrian Park Primary, we are committed to ensuring that no child is left behind due to gaps in mathematical understanding. The impact of the COVID-19 pandemic resulted in disrupted learning and reduced classroom interaction, particularly affecting our most</p>   |  |

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|  | <p>vulnerable pupils. Despite a strong remote learning offer, we identified that confidence levels and fluency in core mathematical skills had declined. To address this, we have embedded the use of Mathletics, White Rose Maths, and Times Table Rockstars to provide structured, engaging, and individualised learning opportunities that support progression and mastery.</p> <p>These platforms are used to reinforce classroom learning, provide targeted practice, and build fluency in number facts and key mathematical concepts. They are particularly effective in supporting pupils who require additional consolidation or challenge, ensuring that all children are equipped for their next steps in learning.</p> <p><b>Evidence –</b><br/> The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies individualised instruction as offering moderate impact for very low cost, based on moderate evidence. On average, this approach can result in +3 months’ additional progress. These tools allow for personalised pathways that adapt to each pupil’s current level of understanding, ensuring that learning is both accessible and appropriately challenging.</p> <p><b>The Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> supports this approach by highlighting the importance of:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> </ol> <p>By integrating these digital tools into our teaching strategy, we are maximising learning time through independent and guided practice, activating hard thinking through problem-solving tasks, and creating a supportive environment where pupils can build confidence and resilience in mathematics.</p> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Improved fluency and recall of number facts and times tables.</li> <li>• Increased pupil confidence and engagement in mathematics.</li> <li>• Reduction in attainment gaps through targeted, individualised support.</li> <li>• Stronger alignment between classroom teaching and independent</li> </ul> |  |
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|   | <p>practice, supporting mastery and progression.</p>  |  |
| <p>Shine Interventions (Maths, Reading and GAPS – personalised gap analysis reports and diagnostic interventions)</p> | <p><b>Rationale –</b><br/> At Hadrian Park Primary, we are committed to ensuring that all pupils—particularly those who are disadvantaged—receive timely, targeted support to close learning gaps and accelerate progress. To achieve this, we have implemented Shine Interventions, which provide personalised gap analysis reports and diagnostic tools across Maths, Reading, and Grammar, Punctuation and Spelling (GAPS). These tools enable staff to identify specific areas of need and deliver structured, evidence-informed interventions that complement whole-class teaching.</p> <p>This approach ensures that interventions are not generic, but precisely tailored to each pupil’s learning profile, allowing for more efficient and impactful support. It also supports our wider strategy of embedding responsive teaching and data-informed planning across the school.</p> <p><b>Evidence –</b><br/> The Education Endowment Foundation (EEF) Teaching and Learning Toolkit suggests that intervention programmes offer high impact for minimal cost, based on extensive research. When interventions are diagnostic and targeted, they are more likely to result in sustained progress, particularly for pupils who are at risk of falling behind.</p> <p><b>The Great Teaching Toolkit: Evidence Review (Coe et al., 2020)</b> reinforces this by identifying four key dimensions of effective teaching:</p> <ol style="list-style-type: none"> <li>1. Understanding the content</li> <li>2. Creating a supportive learning environment</li> <li>3. Maximising learning time</li> <li>4. Activating hard thinking</li> </ol> <p>Shine Interventions align with these principles by:</p> <ul style="list-style-type: none"> <li>• Supporting teachers to understand precisely what content pupils have not yet mastered.</li> <li>• Creating a focused and supportive environment for intervention delivery.</li> <li>• Maximising learning time by targeting only the areas that need development.</li> </ul> |  |

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|  | <ul style="list-style-type: none"><li>• Encouraging pupils to engage in structured, challenging tasks that promote deeper thinking.</li></ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"><li>• Improved precision in identifying and addressing learning gaps.</li><li>• Accelerated progress in core subjects for disadvantaged pupils.</li><li>• Increased staff confidence in delivering targeted, data-informed interventions.</li><li>• Stronger alignment between assessment, planning, and teaching across the curriculum.</li></ul> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,174.77

| Activity                                     | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Time dedicated to Attendance analysis</p> | <p><b>Rationale –</b><br/>           At Hadrian Park Primary, we recognise that regular attendance is a fundamental prerequisite for academic success. The role and importance of dedicated time for attendance analysis has grown significantly, particularly in the wake of the COVID-19 pandemic and its impact on school engagement. Our attendance monitoring systems and strong parental relationships are central to our proactive approach.</p> <p>We have identified that all attendance issues must be addressed swiftly through school support plans and structured meetings with families. This ensures that children are present to access quality first teaching and two-way learning opportunities. Attendance remains a key priority for investment of both time and resources, especially for our most vulnerable pupils.</p> <p><b>Evidence –</b><br/>           The <b>Education Endowment Foundation (EEF)</b> Teaching and Learning Toolkit identifies <b>behaviour interventions</b> as having <b>moderate impact for moderate cost</b>, supported by extensive evidence. On average, <b>social and emotional learning (SEL) interventions</b> have a significant impact on attitudes to learning, social relationships in school, and attainment—equating to <b>+4 months’ additional progress</b>.</p> <p>Furthermore, case studies at Hadrian Park have demonstrated that early identification and intervention around attendance concerns lead to improved engagement and academic outcomes. This aligns with the <b>Great Teaching Toolkit (Coe et al., 2020)</b>, which emphasises the importance of:</p> <ul style="list-style-type: none"> <li>• Creating a supportive learning environment</li> <li>• Maximising learning time</li> </ul> <p>By dedicating time to attendance analysis, we are actively removing barriers to learning and ensuring that all pupils—particularly those eligible for pupil premium—are consistently present and ready to learn.</p> <p><b>Impact –</b></p> |                               |

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|   | <ul style="list-style-type: none"> <li>• Improved attendance rates across all pupil groups, particularly disadvantaged pupils.</li> <li>• Reduction in persistent absenteeism through early intervention and family engagement.</li> <li>• Increased access to high-quality teaching and learning opportunities.</li> <li>• Strengthened safeguarding and pastoral support through timely identification of concerns.</li> </ul>   |  |
| <p>CPOMS Software to enable teacher and DSL team/SLT to track and monitor attendances and incidents across school and academic years- Training from Clennell annually regarding refresher and all other safeguarding ‘type’ training.</p> | <p><b>Rationale –</b><br/>At Hadrian Park Primary, safeguarding is at the heart of everything we do. The implementation of <b>CPOMS</b> (Child Protection Online Management System) ensures that all staff can record attendance concerns, safeguarding incidents, and pastoral issues in real time. This creates an immediate, accessible, and centralised log of information that supports early identification of concerns and enables swift, appropriate action.</p> <p>All staff are trained annually by Clennell Education Solutions to ensure they are confident in using CPOMS and are up to date with safeguarding procedures. The Senior Leadership Team (SLT) conducts an annual CPOMS audit and reviews the system termly to ensure it remains effective and responsive to the needs of our pupils.</p> <p><b>Evidence –</b><br/>CPOMS enables schools to improve the management of child protection and safeguarding incidents while reducing staff time, paperwork, and administrative burden. It allows for:</p> <ul style="list-style-type: none"> <li>• Efficient tracking of referrals to external agencies such as NHS/CAMHS, Children’s Services, and the Police.</li> <li>• Alerts when timescales for actions are not met.</li> <li>• Monitoring of communication with parents, carers, and pupils.</li> <li>• Generation of data reports to support internal reviews and external inspections.</li> </ul> <p>This system supports the <b>Great Teaching Toolkit</b> dimensions of:</p> <ol style="list-style-type: none"> <li>1. <b>Creating a supportive learning environment</b> – by ensuring that all children’s needs are identified and addressed quickly.</li> </ol> |  |

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|  | <p>2. <b>Maximising learning time</b> – by reducing the impact of safeguarding and attendance issues on classroom learning through early intervention.</p> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Strengthened safeguarding culture across the school.</li> <li>• Improved identification and response to attendance and welfare concerns.</li> <li>• Enhanced communication and collaboration between staff and external agencies.</li> <li>• Increased staff confidence in safeguarding procedures and responsibilities.</li> <li>• Greater consistency and accountability in safeguarding practice.</li> </ul>   |  |
| <p>Funding to ensure all children have equal opportunities for educational experiences through experience days and excursions.</p> | <p><b>Rationale –</b></p> <p>At Hadrian Park Primary, we recognise that our most vulnerable children often do not have the same access to enriching experiences as their peers. To address this inequality, we proactively enhance our curriculum offer by funding <b>experience days and educational excursions</b>. These opportunities are designed to broaden pupils’ horizons, build cultural capital, and provide real-world contexts that support deeper learning across the curriculum.</p> <p>By offering these experiences, we aim to enhance vocabulary acquisition, comprehension skills, and background knowledge—particularly for disadvantaged pupils—so they are better equipped to make inferences, engage in discussion, and access the full breadth of the curriculum. These experiences also play a vital role in raising aspirations and fostering a love of learning.</p> <p><b>Evidence –</b></p> <p>Research shows that children with greater exposure to real-world experiences develop <b>broader vocabularies</b> and are better able to make meaningful connections in their reading and across subjects. The <b>Education Endowment Foundation (EEF)</b> highlights that <b>social and emotional learning (SEL)</b> and <b>enrichment activities</b> can have a <b>moderate to high impact</b> on pupil outcomes, particularly when they are embedded within a wider strategy to support engagement and learning.</p> |  |

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|  | <p>The <b>Great Teaching Toolkit (Coe et al., 2020)</b> supports this approach by emphasising:</p> <ol style="list-style-type: none"> <li>1. <b>Understanding the content</b> – through contextualised, real-life learning.</li> <li>2. <b>Creating a supportive learning environment</b> – by fostering curiosity and inclusion.</li> <li>3. <b>Maximising learning time</b> – by increasing engagement and motivation.</li> <li>4. <b>Activating hard thinking</b> – by encouraging pupils to reflect, question, and apply knowledge in new contexts.</li> </ol> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Improved vocabulary and comprehension skills, particularly for disadvantaged pupils.</li> <li>• Increased engagement and motivation through real-world, contextual learning.</li> <li>• Enhanced cultural capital and aspiration across all pupil groups.</li> <li>• Stronger curriculum links and deeper understanding across subjects.</li> </ul> |  |
| <p>The THRIVE approach</p> <p>Treetops Physiotherapy and Educational Support</p> | <p><b>Rationale –</b></p> <p>At Hadrian Park Primary, we are committed to supporting the mental health, emotional wellbeing, and behavioural development of all pupils—particularly those who are most vulnerable. We have adopted <b>The THRIVE Approach</b>, a trauma-informed, whole-school strategy that supports children’s social and emotional development through targeted interventions and therapeutic support.</p> <p>The THRIVE model enables staff to identify developmental gaps and respond with tailored strategies that help children feel safe, supported, and ready to learn. This approach has had a demonstrable impact on improving <b>attendance, behaviour, and attainment</b> across the school.</p> <p>In addition, we work closely with <b>Treetops</b>, a specialist educational physiotherapy and sensory integration service. This partnership enhances our provision for pupils with complex needs,</p>   |  |

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|  | <p>including those with sensory processing difficulties, physical development delays, and emotional regulation challenges. Treetops provides bespoke programmes that complement THRIVE, ensuring a holistic and responsive approach to pupil wellbeing.</p> <p><b>Evidence –</b><br/> The <b>THRIVE programme</b> is underpinned by a robust <b>theory of change</b>, which provides a structured framework for identifying and addressing emotional and behavioural needs. It offers a bespoke programme of therapy and interventions that reduce barriers to learning and enable children to flourish both academically and personally.</p> <p>The <b>Great Teaching Toolkit (Coe et al., 2020)</b> supports this approach by emphasising:</p> <ol style="list-style-type: none"> <li>1. <b>Creating a supportive learning environment</b> – ensuring pupils feel emotionally safe and ready to engage.</li> <li>2. <b>Maximising learning time</b> – by reducing the impact of emotional dysregulation and behavioural incidents.</li> <li>3. <b>Understanding the content</b> – by recognising that emotional readiness is a prerequisite for cognitive engagement.</li> </ol> <p>Our collaboration with <b>Treetops</b> further strengthens this by providing:</p> <ul style="list-style-type: none"> <li>• Specialist assessments and intervention plans tailored to individual sensory and physical needs.</li> <li>• Staff training to embed therapeutic strategies into daily classroom practice.</li> <li>• Enhanced support for pupils with EHCPs and those on the SEND register, particularly those with SEMH and physical development needs.</li> </ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>• Improved emotional regulation and resilience among pupils.</li> </ul> |  |
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|  | <ul style="list-style-type: none"><li>• Increased attendance and engagement, particularly for pupils with SEMH needs.</li><li>• Reduction in behavioural incidents and exclusions.</li><li>• Enhanced staff confidence in supporting pupils with complex needs.</li><li>• Stronger alignment between therapeutic support and classroom practice, ensuring all pupils can access learning.</li></ul> |  |
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**Total budgeted cost: £175,171.04**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This section explains the impact of our pupil premium funding during the 2024–2025 academic year. At Hadrian Park Primary, we use a system called **Insight Tracker** to monitor each child's progress throughout the year. This helps us to track how well children are doing in reading, writing, and maths, and to identify where extra support might be needed.

In a typical school year, we expect all children to make steady progress. Using Insight Tracker, we measure this progress in steps:

A score of **0** means a child has made expected progress.

A score of **0+** means they've made more than expected progress.

A score of **<0** means they've made less than expected progress.

Our data shows that children who are eligible for pupil premium (FSM6) made progress that was broadly in line with their peers who are not eligible. This means that the support we put in place is helping to close the gap and ensure all children have the opportunity to succeed.

| Year Group | Subject | Pupil Premium – % of Pupil Premium Pupils meeting expected progress or above |
|------------|---------|--|
| Year 1     | Reading | 83%  |
|            | Writing | 93%  |
|            | Maths   | 100%   |
| Year 2     | Reading | 95%  |
|            | Writing | 80%  |
|            | Maths   | 90%  |
| Year 3     | Reading | 90%  |
|            | Writing | 86%  |
|            | Maths   | 88%  |
| Year 4     | Reading | 100%   |
|            | Writing | 100%   |
|            | Maths   | 94%  |
| Year 5     | Reading | 63%  |
|            | Writing | 62%  |
|            | Maths   | 87%  |
| Year 6     | Reading | 91%  |
|            | Writing | 77%  |
|            | Maths   | 82%  |

## Current attainment – 2024/2025

| <b>Based on 2024/2025 results at the end of Key Stage 2</b>                                | <i>Pupils eligible for PP (school)</i><br><i>(National average)</i><br>(Taken from Data Pack & ASP 2024/25) | <i>Pupils not eligible for PP (school)</i><br><i>(National average)</i><br>(Taken from Data Pack & ASP 2024/25) |
|--|---|---|
| <b>% achieving expected standard or above in reading, writing and maths (RWM Combined)</b> | 50% <b>(47%)</b>  | 73% <b>(69%)</b>  |
| <b>% achieving expected standard or above in reading</b>                                   | 68% <b>(63%)</b>  | 80% <b>(81%)</b>  |
| <b>% achieving expected standard or above in writing</b>                                   | 50% <b>(59%)</b>  | 78% <b>(78%)</b>  |
| <b>% achieving expected standard or above in grammar, punctuation and spelling</b>         | 76% <b>(60%)</b>  | 83% <b>(78%)</b>  |
| <b>% achieving expected standard or above in maths</b>                                     | 68% <b>(61%)</b>  | 95% <b>(80%)</b>  |
| <b>Average scaled score: reading</b>   | 104.9 <b>(102.8)</b>  | 105.0 <b>(105.2)</b>  |
| <b>Average scaled score: maths</b>   | 104.7 <b>(103)</b>  | 105.0 <b>(106.7)</b>  |

### **Writing Impact on Combined Outcomes**

Analysis of Key Stage 2 outcomes indicates that writing is the lowest performing subject for disadvantaged pupils. This has directly impacted the overall proportion of pupils achieving the combined expected standard in reading, writing and maths (RWM). As a result, improving writing outcomes has been identified as a key priority on the School Improvement Plan.