



Hadrian Primary School Pupil premium strategy statement 2025-2026



This statement details our school's use of pupil premium 2025 to 2026 academic year 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 Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S Brown
Pupil premium lead	S Brown
Governor / Trustee lead	J Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127, 980

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

Main Characteristics

- Hadrian Primary is an average-sized primary school. The number on roll is has fallen in recent years, but is currently stable. Transience has become increasingly common.
- The proportion of pupils who are supported by the pupil premium funding is above average.

- The proportion of pupils with SEND who receive additional support is higher than the national average.
- The number of pupils who have an EHCP is below the national average.
- The proportion of pupils who speak English as an additional language is well above average. The vast majority these pupils are of Bangladeshi origin.

Additional Information

- The school manages a higher than average proportion of pupils who join and/or leave the school within the school year.
- The teaching staff is stable over time; there has been a higher than usual turnover of staff in recent years.
- There is one vacancy within the governing body, with a mix of new and experienced members.
- Currently, the school is not using any alternative provision.
- The school provides high-quality provision for a range of sports including football, basketball and cricket. Pupils excel in competitive sports with other local schools.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes or providing additional support, thus improving opportunities for effective teaching and accelerating progress
- To allocate staff to year groups - providing small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally from EYFS to KS1 and from KS1 to KS2.
- Additional learning support.
- Pay for activities, educational visits and residentials, where appropriate.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.
- Support the emotional needs of children when and where appropriate.
- To extend PE provision by incorporating experienced qualified coaches.
- To allow the children to learn a musical instrument and/or to sing in the school choir or perform in other ways.
- Behaviour and nurture support during break times and lunchtimes to engage and promote values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Pupil Premium Strategy Plan 2026-2028

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Low attainment in Reading
4	Attendance and Punctuality issues (for some children, mental health can be a barrier)
5	Challenging home circumstances and Social Service involvement

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
Progress in Early Years	Increase the number of children achieving GLD from starting points to 75% by 2028
Progress in Reading	Increase the number of children working at Age related expectations by the end of KS1 by 2028
Progress in Writing	Increase the number of children working at Age related expectations by the end of KS1 by 2028
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths by 2028
Phonics	Achieve above national average expected standard in Phonics by 2028
Other	Ensure attendance of disadvantaged pupils is above 96% by 2028

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: **£ 38, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Talk Boost (£7,400)	High quality staff CPD is essential to follow EEF principles (Improving Literacy in KS1 & KS2 EEF). This is	1, 2, 3

	followed up with additional training during Staff meetings and INSET.	
Sounds Write Phonics training (£6,000)	High quality staff CPD is essential to follow EEF principles (Improving Literacy in KS1 & KS2 EEF). Staff trained in delivery of consistent, effective phonics programme across the school.	1, 2, 3
Boxall training (£2,300)	High quality staff CPD is essential to follow EEF principles (Improving Literacy in KS1 & KS2 EEF). All staff are equipped to support high quality delivery.	1, 2, 3
Full time TA support in Early Years (£22, 800)	High quality TA support to ensure children are able to make accelerated progress, particularly in English and Maths (Improving Early Education Through High Quality Interactions EEF)	1, 2,3, 4
Middle Leader Training (Fully Funded)	NPQSL (National Professional Qualification in Senior Leadership) for two members of middle leadership team (Effective Professional Development EEF)	1, 2, 3

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

Budgeted cost: **£ 65, 850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support for targeted pupils (£31, 550)	Inclusion manager identifies key children to provide targeted one to one support for pupils in English and Maths (EEF One to One Tuition)	1, 2,3 ,4, 5
Reading Plus used to support individuals as part of intervention (£5,200)	Reading Plus has had a positive impact on fluency of reading, with significant gains in previous years for KS2 children (Improving Literacy in KS2 EEF) Data supports good outcomes at the end of KS2.	1, 3

Small group support for catch up in Maths (£22, 800)	Targeted support for English and Maths (EEF Counting collections Programme). Identified area of development through data; slow progress in Y1.	1, 3
Emotional Resilience Officer support Programme for transition (£1200)	Support from the Emotional Resilience team supports transitions through Key Stages and the emotional well-being of pupils	1, 4, 5
EY / KS1 Phonics resources to support reading (£3000)	Additional phonics resources and books purchased to support delivery within early years and KS1. (Improving Literacy in KS1 EEF).	1, 2, 3, 5
Resourcing (£2100) to meet the need of the EY Curriculum	Over recent years, there has been an improving picture of children in the reception cohort achieving a Good Level of Development by the end of the Foundation Stage.. Foundation stage attainment is therefore consistently well below national. This reflects the fact that many children join Hadrian with very low levels of development. (Improving Early Education Through High Quality Interactions EEF)	1, 2, 4, 5

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

Budgeted cost: **£ 23, 630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of after school and lunchtime sports clubs (£8, 500)	We encourage Active learning to stop the obesity crises	4

Relax kids programme to support mental well-being of pupils (£5, 570)	To support the mental health and wellbeing of our pupils, focusing on children across KS2.	1, 4, 5
National Breakfast Programme (£2,600) provides a free breakfast for all children to start their day	Food deprivation has been a factor at Hadrian. Having food donated through lockdown kept spirits high on the estate as nobody went hungry. School makes a contribution to the overall cost as well as running a foodbank for parents.	4, 5
Tranquil Tree House Mindfulness and Yoga (6 week programme) £1,280	To support the mental health and wellbeing of our staff, pupils and parents. Historically in our school, there has been an impact on well-being and learning.	4, 5
Music – Guitars/ Ukuleles (£5,680)	Provide the opportunity for children to learn a musical instrument	4, 5

Total budgeted cost: £ 127, 980

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Disadvantaged pupil progress scores for last academic year (Internal Data)

Measure	Score
Reading	53%
Writing	58%
Maths	42%

Strategy aims for disadvantaged pupils (Internal data) 6 pupils

Measure	Score
Meeting expected standard at KS2	
Reading EXS+	70% Whole cohort 79%
Writing EXS+	70% Whole cohort 79%
Maths EXS+	70% Whole cohort 79%
Achieving high standard at KS2	
Reading GDS	20% Whole cohort 36%
Writing GDS	20% Whole cohort 22%
Maths GDS	20% Whole cohort 29%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Table Rock Stars	TT Rock Stars
Reading Plus Programme	Reading Plus PLC
Front Row Music	Front Row Music Ltd