



Pupil premium strategy statement for Hall Meadow Primary School

This statement details our school's use of pupil premium for 2025-26 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	Hall Meadow Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Caroline Farmer
Pupil premium lead	Caroline Farmer
Governor / Trustee lead	Peter Kearvell-White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,985.00

Part A: Pupil premium strategy plan

Statement of intent

This strategy sets out Hall Meadow Primary School's commitment to narrowing the attainment gap for disadvantaged pupils through a targeted, evidence-based approach. With £27,985 allocated for 2025–26, our priorities focus on high-quality teaching, targeted academic interventions, and wider strategies addressing attendance, wellbeing, and cultural capital. Key challenges include gaps in reading, writing, and maths fluency, with priority being given to writing and Maths, alongside attendance and emotional resilience. Success will be measured through reduced attainment gaps, improved fluency, and stronger engagement, underpinned by rigorous monitoring and alignment with our School Development Plan. This plan forms part of a longer-term vision to ensure equity and opportunity for every child.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress through adaptations in class, specific focused intervention groups and online resources.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital through continuing to provide high-quality pastoral support. We aim for all of our children and families to feel happy, safe and loved.

Demographic

Hall Meadow Primary School is a mixed primary setting for pupils aged 4 to 11 and is proud to be part of the InMAT Academy Trust. Situated on Packer Road in Kettering, Northamptonshire, the school serves a diverse community within the Kettering Leisure Village area, reflecting a range of socio-economic backgrounds. The school has a roll of approximately 210 pupils. Diversity is a key feature of the school, with roughly 34% of pupils speaking English as an additional language, enriching the cultural and linguistic experience for all.

While the proportion of disadvantaged pupils eligible for Free School Meals is below the national average, the school remains committed to ensuring equity and opportunity for every child. Around 14% of pupils are identified as having SEND, and 3% of children have an Education, Health and Care Plan (EHCP), highlighting the school's inclusive approach to meeting varied needs.

Hall Meadow Primary was rated Good by Ofsted in December 2022, with particular praise for its strong focus on inclusion and pupil wellbeing. The school's ethos is rooted in respect, responsibility, and preparing pupils for life in modern-day Britain, ensuring that every child is supported to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Through careful data analysis and classroom observations, we have identified a significant gap of around 20% in reading attainment between disadvantaged pupils and their non-disadvantaged peers. This gap tends to widen as pupils progress into Key Stage 2 , where the demands of the curriculum increase. Many disadvantaged pupils struggle with reading fluency, which in turn impacts their ability to comprehend texts effectively. Limited fluency not only affects performance in English but also restricts access to learning across the wider curriculum, making it a critical area for targeted intervention.
2	Analysis of assessment data and classroom observations shows a persistent gap of around 20% between disadvantaged and non-disadvantaged pupils in writing attainment. Disadvantaged pupils often struggle with automaticity in writing, which includes both the physical act of handwriting and the stamina required to sustain extended tasks. This challenge is compounded by the cognitive overload of simultaneously managing the mechanics of writing while generating and organising ideas. As a result, pupils can become fatigued and disengaged, limiting the quality and depth of their written work.
3	Attainment for disadvantaged pupils in mathematics is significantly hindered by low fluency in core arithmetic skills. Many pupils demonstrate decreased mental maths ability, particularly in recalling number facts across all four operations and in times table knowledge. This lack of automaticity slows problem-solving and increases cognitive load during more complex tasks. For some pupils, understanding of place value is not secure, which further impacts their ability to manipulate numbers confidently and access the wider maths curriculum.
4	Attendance for disadvantaged pupils remains lower than that of their non-disadvantaged peers, with figures for 2024–25 showing 93.7% compared to 95.5%. There is no noticeable difference when analysing unauthorised absence when comparing disadvantaged pupils with their non-disadvantaged peers. A higher proportion of pupil premium pupils also have a second vulnerability, such as SEND, which can further impact attendance. At times, these additional SEND-related barriers contribute to increased absence, making consistent engagement with learning more challenging for some disadvantaged pupils.
5	A higher proportion of pupils eligible for Pupil Premium experience challenges with emotional wellbeing compared to their non-disadvantaged peers, due to a combination of adverse life experiences, financial constraints, and limited access to enriching opportunities outside school. These factors can lead to lower self-esteem, reduced confidence, and challenges with emotional

	regulation, which in turn affect resilience and engagement in learning. Additionally, a higher proportion of these pupils experience dual vulnerabilities, such as SEND, compounding the impact on wellbeing and behaviour. Targeted support is therefore essential to help them develop coping strategies and thrive both personally and academically.
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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
Disadvantaged pupils will develop greater fluency in reading, enabling them to access and comprehend texts confidently across the curriculum. The attainment gap of approximately 20% between disadvantaged and non-disadvantaged pupils will narrow significantly, particularly as pupils progress through Key Stage 2.	<p>Reading attainment gap reduces from 20% to less than 10% by the end of the academic year.</p> <p>Disadvantaged pupils demonstrate measurable improvement in reading fluency and comprehension assessments.</p> <p>Increased engagement and confidence in reading, evidenced through pupil voice and classroom observations.</p> <p>Targeted interventions show clear impact in progress data for disadvantaged pupils in Key Stage 2.</p>
Disadvantaged pupils will develop greater automaticity in writing, improving stamina and reducing cognitive overload. Pupils will be able to focus on generating and organizing ideas without being hindered by the physical act of writing.	<p>Writing attainment for pupil premium pupils to be above the 2025 national KS2 average of 59% at age related expectations, by the end of the academic Year.</p> <p>Attainment in Spelling, Grammar and Punctuation (SPAG) assessments are in line with whole cohort national 2025 average of 73% working at age related expectations.</p> <p>Pupils demonstrate improved handwriting fluency and stamina, evidenced through classroom observations and work scrutiny.</p> <p>Increased confidence and engagement in writing, supported by pupil voice feedback.</p>

<p>Disadvantaged pupils will secure fluency in arithmetic skills, including number facts, all four operations, times tables, and place value, enabling them to access and succeed in the wider maths curriculum.</p>	<p>Mental maths fluency improves, evidenced by regular retrieval practice and assessment data.</p> <p>Pupils demonstrate secure understanding of place value and accurate application of number facts in problem-solving.</p> <p>Maths attainment gap between disadvantaged and non-disadvantaged pupils reduces significantly.</p> <p>Interventions and daily fluency practice show clear impact in progress measures.</p>
<p>Disadvantaged pupils will develop strategies to manage cognitive load effectively, improving their ability to retain and apply knowledge across the curriculum. Teaching will embed metacognitive approaches to support independent learning.</p>	<p>Pupils demonstrate improved ability to recall and apply prior learning, evidenced through retrieval practice and assessment outcomes.</p> <p>Increased confidence and resilience in tackling complex tasks, supported by pupil voice and teacher observations.</p> <p>Metacognitive strategies are consistently embedded in lessons and show measurable impact on progress for disadvantaged pupils.</p> <p>Reduction in misconceptions and improved performance in multi-step tasks across subjects.</p>
<p>Disadvantaged pupils will demonstrate improved attendance, reducing the gap between their attendance and that of non-disadvantaged peers. Additional support will be provided for pupils with SEND and other vulnerabilities to ensure barriers to attendance are addressed effectively</p>	<p>Overall attendance for disadvantaged pupils rises from 93.7% to at least 95%, narrowing the gap with non-disadvantaged pupils.</p> <p>Persistent absence among disadvantaged pupils decreases significantly.</p> <p>Pupils with SEND who are also disadvantaged show improved attendance through targeted interventions and family engagement.</p> <p>Attendance strategies are embedded and monitored termly, with clear evidence of impact in reducing absence linked to SEND-related barriers</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. The statements below closely link and work alongside the School Improvement Plan.

As a school we used PiXL to support school assessments and implications for teaching following assessments, using a Question Level Analysis (QLA). PiXL (Partners in Excellence) is a UK-based school leadership network that provides strategies, resources, and support to improve student outcomes. It focuses on raising achievement through evidence-based approaches, particularly for disadvantaged students, including those eligible for Pupil Premium.

For continued professional development, school follow the WalkThrus approach. WalkThrus are a professional development resource designed to improve teaching practice through clear, concise, and visual guides. Created by Tom Sherrington and Oliver Caviglioli, they break down evidence-based teaching strategies into step-by-step instructional routines that are easy for teachers to understand and implement.

Teaching (for example, Continued Professional Development (CPD), recruitment and retention)

Budgeted cost: £13,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Jane Considine writing units are adapted to ensure the units meet the needs of the children and allow more opportunities for independent writing pieces.</p> <p>Staff CPD: using SPAG QLA from assessments and writing assessments to inform planning. Accurate assessment of writing using Progress Of Writing (POW) sheets moderated with other schools, Key Stage lead and other staff.</p> <p>Senior Leadership Team (SLT) monitoring of books and lessons walks</p> <p>Spellings timetabled and taught x 3 per week, using the purchased Spelling Shed scheme.</p>	<p>The EEF's <i>Improving Literacy in Key Stage 2</i> report provides seven evidence-based recommendations for raising attainment in writing:</p> <ol style="list-style-type: none"> 1. Develop pupils' language capability to support reading and writing. 2. Teach writing composition strategies through modelling and supported practice. 3. Develop transcription and sentence construction skills through extensive practice. 4. Break down the writing process into manageable stages (planning, drafting, revising, editing, publishing) to reduce cognitive overload. 5. Use scaffolds and modelling (e.g., checklists, shared writing) to support independence. 	<p>2</p>

<p>Teachers deliver high-quality, systematic spelling instruction and model correct spelling across the curriculum.</p> <p>Teachers to track usage (out of school) of Spelling Shed by all pupils in group.</p> <p>Teachers to use Spelling Shed to regularly track each pupil's spelling gaps and automatically provide targeted practice (Mastery Zone).</p> <p>Handwriting lessons timetabled x 2 per week using the Kinetic Letters Scheme.</p>	<p>6. Target teaching and support based on accurate assessment of pupil needs.</p> <p>7. Use high-quality structured interventions for pupils who are struggling.</p> <p>Department for Education (DfE) Research Report</p> <ul style="list-style-type: none"> • Key Findings: Writing is one of the most complex skills pupils learn, requiring mastery of transcription (spelling, handwriting) and composition (grammar, vocabulary, structure). • Effective Strategies: • Whole class approaches that model writing and provide structured opportunities for practice. • Targeted support for struggling writers and those with SEND. 	
<p>Whole staff training on adaptive teaching for Maths and how this is applied in daily lessons.</p> <p>Introduction of 1x hour weekly arithmetic lessons which focus on actions from analysis of PiXL data.</p> <p>Whole-staff training on effective arithmetic lessons, how these are progressive over a period of 6 weeks and how to monitor the impact of these.</p> <p>Staff to create half termly Medium Term Plan on arithmetic which is progressive actions from QLA</p> <p>Arithmetic lessons follow an 'I do, we do, you do' approach where key skills are taught not solely relying on testing.</p>	<p>EEF-funded trials (e.g., <i>Making Fluent and Flexible Calculators</i>) show that developing mental calculation strategies improves confidence and frees cognitive load, enabling pupils to tackle complex problems and raise attainment.</p> <p>EEF's Early Years and KS1 guidance highlights that early number fluency is strongly associated with later school achievement, making it critical for disadvantaged pupils.</p> <p>Foundational for Maths Success: Arithmetic fluency—quick and accurate recall of number facts and operations—reduces cognitive load, allowing pupils to focus on problem-solving and reasoning. Lack of fluency often leads to errors and slower progress in multi-step tasks.</p> <p>Predictor of Future Achievement: Strong number fact fluency in primary school predicts later success in mathematics and overall academic attainment</p>	3
<p>WalkThrus as focus on developing specific areas of pedagogy to improve outcomes.</p>	<p>WalkThrus, developed by Tom Sherrington and Oliver Caviglioli, are an evidence-informed professional development system that breaks down high-impact teaching strategies into five-step visual guides. They are grounded in cognitive science and research from experts like Barak</p>	1, 2 and 3

<p>Formulation of the cluster of Walkthrus linked to 'Building engagement in all lessons'.</p> <p>CPD around each of the WalkThru lenses revisiting the lenses from this year and 'digging deeper' into the reasons why they will enhance teaching.</p> <p>WalkThrus coaching to be implemented</p> <p>Further CPD in regards to implementing the InMAT teaching habits</p>	<p>Rosenshine, Dylan Wiliam, and Dan Willingham, making complex pedagogy accessible and actionable for teachers.</p> <p>EEF Guidance: High-quality teaching is the most effective lever for improving outcomes, especially for disadvantaged pupils. Approaches such as explicit instruction, scaffolding, and flexible grouping are key components of adaptive teaching that meet diverse needs without lowering expectations.</p> <p>Sutton Trust: Unequal access to quality teaching is a major driver of the attainment gap. Schools serving disadvantaged communities often face recruitment challenges, making investment in teacher quality and adaptive teaching critical</p>	
<p>Using PiXL assessment and QLA gaps in children's learning are identified and action taken.</p> <p>Pupil Progress meetings to be held after assessment x3 yearly with review meetings in between to identify key areas for key marginal PP and to identify trends across PP</p> <p>PP key marginal children to be offered additional intervention groups.</p> <p>Adaptions to curriculum and teaching, including higher levels of scaffold and pre-teaching, to improve outcomes for all, including PP.</p>	<p>EEF guidance highlights approaches such as explicit instruction, scaffolding, and flexible grouping as essential for meeting diverse needs without over-scaffolding.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £7,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Interventions/ targeted support for pupils who are below age-related expectations, with additional small group or 1:1 support.</p> <p>PiXL data is analysed in depth to identify key marginal children. Specific whole class and key group interventions applied.</p> <p>Pupil progress meetings x3 yearly after assessments plus 3x review meetings.</p>	<p>Closing the Gap: EEF meta-analysis of 88 trials found targeted interventions in maths significantly improve attainment for pupils eligible for Free School Meals (FSM), helping to reduce the attainment gap.</p> <p>The Sutton Trust emphasizes that high-quality teaching and targeted interventions are essential to close the attainment gap, particularly in core subjects like maths. Tutoring and structured support for disadvantaged pupils have proven effective in raising attainment.</p> <p>Mastery learning and metacognitive strategies (EEF/Sutton Trust Toolkit) show moderate to high impact for low cost, supporting sustained improvement in maths fluency.</p>	<p>1, 2 and 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,324 (including £2700 personal budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance to be closely monitored and actioned quickly where necessary. Parenting contracts to be put in place for persistent non-attendance. Parents whose children fall below 95% to be notified by letter. Pupils who have repeated lateness to be notified by letter and parent meeting held with attendance officer. Referral sent to EIPT for persistent absence and holidays during term time. School to work closely with EIPT to support improved attendance.</p>	<p>High attendance rates mean that there is greater chance of pupils reaching age related expectations. Poor attendance results in pupils missing key parts of the curriculum, creating gaps in learning and lower attainment.</p>	<p>4</p>
<p>To support disadvantaged pupils and close the attainment gap, we will prioritise the development of cultural capital by providing enriching experiences that broaden horizons and raise aspirations. This includes ensuring access to extracurricular activities, cultural visits, and workshops that</p>	<p>Research consistently shows that cultural capital—defined as the knowledge, experiences, and cultural awareness that enable pupils to succeed academically and socially—plays a vital role in closing attainment gaps for disadvantaged learners. Ofsted’s Education Inspection Framework (2019) highlights cultural capital as essential for introducing pupils to “the best that has been thought and said,” ensuring they have</p>	<p>5</p>

<p>reflect diverse perspectives. We will embed initiatives to promote reading and literacy through diverse texts and reading challenges. These actions aim to equip Pupil Premium students with the knowledge, confidence, and experiences needed to thrive academically and socially.</p>	<p>access to enriching knowledge and experiences. Academic studies confirm that both static cultural capital (e.g., books, museum visits) and relational cultural capital (e.g., social networks) significantly improve outcomes in core subjects such as language and mathematics.</p>	
<p>Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy, bucket therapy, daily reading Sensory activities such as Sensory Circuits</p>	<p>The Paediatric Boulevard (Paediatric Boulevard – Indian Trail Matthews Pediatric Therapy for Kids) says 'Sensory and motor interaction provides for the foundation for a child's growth, development and learning within the world around them. Sensory stimulation/feedback and motor go hand in hand. You cannot have one without the other. The motor system drives the sensory stimulation and sensory stimulation/feedback drives the brain. It is critical for these skills to improve and develop to aid in behaviour and academic learning. Often times, children struggling with learning or behaviour have inadequately developed sensory and motor systems.'</p>	<p>1, 2, 3 and 5</p>

Total budgeted cost: £27,985

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.

During 2024-25 PP funding impacted our pupils in the following ways:

End of year data

Data showed that children in receipt of PP are falling behind their peers particularly in writing where progress has not been as rapid as it had for non PP children. Analysis shows that 39% of pupil premium children also had a SEND need and 22% had English as an additional language.

	ARE+		GDS	
	PP	Non PP	PP	Non PP
Reading July25 (2023-24)	60% (63%)	81% (82%)	15% (26%)	35% (56%)
Writing July25 (2023-24)	50% (47%)	70% (71%)	20% (16%)	18% (18%)
Maths July25 (2023-24)	65% (68%)	76% (80%)	10% (5%)	23% (33%)

67% (2 out of 3 children) PP children passed the phonics screener in Year 1.

To increase extracurricular opportunities for all children in receipt of PP.

All PP children attended class trips with PP children in Years 4 & 6 also attending residential. PP children attended extra-curricular clubs and events

Adverse life experiences contributing to a lack of resilience and self-regulation skills which can cause challenging behaviour and emotional difficulties.

77% engaged in wellbeing/transition work with wellbeing lead

Children with SEND/PP - some engaged with sensory circuits

Family dynamics including lack of finances within the home

Children were offered free places at clubs – 60% children accepted these places. All families were support with uniform.

Attendance

	Attendance July 2024	Attendance July 2025
Children in receipt of PP	95.64%	93.7%
Non – PP children	95.27%	95.5%

PP attendance was primarily affected by pupils who faced a dual vulnerability, being both PP and having SEND