

**Reviewed – November 2025**

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 for 2024 - 2027, 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	Hargrave Park School
Number of pupils in school (Reception to Year 6)	264 <b>255</b>
Proportion (%) of pupil premium eligible pupils	52.3% <b>59.2%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	20 <sup>th</sup> November 2024
Date on which it was reviewed	<b>13<sup>th</sup> October 2025</b>
Statement authorised by	Lisa Horton
Pupil premium lead	Charlie Baverstock
Governor lead	Gareth Edwards

### Funding overview

Detail – 2023 2024	Amount
Pupil premium funding allocation this academic year	<b>£222,550</b>
Recovery premium funding allocation this academic year	<b>£ 21,750</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£244,300</b>
Detail – 2024 2025	Amount
<b>Pupil premium funding allocation this academic year</b>	<b>£222,550</b>

<b>Recovery premium funding allocation this academic year</b>	<b>£ 5,437</b>
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£ 0</b>
<b>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</b>	<b>£227,987</b>
<b>Detail – 2025 2026</b>	
<b>Pupil premium funding allocation this academic year</b>	<b>£238,200</b>
<b>Recovery premium funding allocation this academic year</b>	<b>£0</b>
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£0</b>
<b>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</b>	<b>£238,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We want our children to make accelerated progress so that they leave primary school with a strong 'tool-kit' of skills which ensures their success in secondary school and beyond. This 'tool-kit' is in regard to their achievement in core subjects and the wider curriculum, as well as their personal resilience and sense of self. Our PP numbers are high. Our school and wider community face many social and economic challenges. Islington has the 4<sup>th</sup> highest child poverty figures in the country. As families fall in and out of eligibility to Free School Meals, Pupil Premium figures in each year group grow; the average PP figure for cohorts leaving our Year 6 is over 66%. High mobility is also a key feature of the school – circa 30%, which is significantly higher than average.

Our Pupil Premium strategy aims are centred in ensuring quality first teaching through consistent and well embedded whole school systems and routines; we call this 'The Hargrave Park Way'. We provide a rich curriculum with a priority on Personal Social and Emotional Development, which broadens pupils' cultural capital; oracy and vocabulary development from relatively low starting points; good levels of attendance and punctuality and support for pupils who experience high mobility.

Our PP strategy plan prioritises pastoral provision across an extended day offer; targeted interventions for children demonstrating challenges around their behaviour and/or wellbeing; targeted tutoring which supports accelerated progress.

The school can demonstrate very good impact of the use of pupil premium funding through analysis of statutory data at EYFS, KS1 and KS2.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate low oral language skills and vocabulary gaps among many disadvantaged pupils. This is across all year groups.
2	Assessments suggest that disadvantaged pupils have greater difficulties with phonics and early reading skills than their peers. This impacts negatively on their development as readers.

3	<p>Ensuring accelerated progress for our disadvantaged pupils is a key priority for the whole school.</p> <p>Many of our families are impacted by significant challenges in housing. A number of families have high mobility as a result of frequent moves to temporary accommodation. Many families are in overcrowded homes. Many families struggle to maintain routines, including those around home learning.</p>
4	<p>Despite significant improvement across 23/24, our attendance data for 24/25 declined and is lower than national and our persistent absentee rate is higher than national. This is a consistent and deeply embedded challenge for the school. Our key underperforming group are those children with poor attendance.</p>
5	<p>The school has a high case load of Early Help and Children Social Care involvement. Many of these are children and families in disadvantage.</p>
6	<p>Many of our pupils in disadvantage have little wider cultural experience despite living in the capital. They are economically excluded from many of the opportunities available to families.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language and vocabulary among disadvantaged pupils	Improved oral language and vocabulary is evident in work scrutiny, lesson observations and interactions between pupils and pupils and pupils and staff.
Improved phonics attainment among disadvantaged pupils	Tracking and assessment demonstrate no gap between attainment for disadvantaged pupils and their peers in KS1 and LKS2 where appropriate.
To continue to secure strong progress measures and attainment for disadvantaged pupils in Reading, Writing and Maths at KS2	Minimal or no gap between attainment for disadvantaged pupils compared to non-disadvantaged pupils. Significantly better outcomes than national disadvantaged pupil data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained improved attendance and numbers of persistent absentees can be demonstrated with a reduced gap between disadvantaged pupils and non-disadvantaged pupils.
To maintain a high quality of pastoral provision across the school	<p>High standards in behaviour and attitudes, as well as personal development. Behaviour management is effective and strongly rooted in trauma informed practice. Effective signposting and partnership working with early help services</p> <p>Pupil, staff and parent feedback reflects high levels of wellbeing.</p>

All pupils, many of whom are pupils in disadvantage will experience a rich curriculum offer which develops their cultural capital.	Planning, work scrutiny and displays reflect a rich curriculum offer. High uptake of enrichment activity which is a central feature to children's learning experience and the curriculum offer.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training to ensure that assessments are administered and interpreted correctly	Standardised and diagnostic tests such as NFER and Benchmark for Reading give insights into strengths and areas for development for individual pupils. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2 3
Early Years Speech and Language Therapist – 1 day per week	Oral language interventions have strong evidence of impact on language and oracy development. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Purchase and implementation of validated systematic synthetic phonics programme	Strong evidence base for the impact of a robust synthetic phonics approach, in particular for pupils in disadvantage. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
Staff training to support the full offer of Philosophy for children (P4C) as part of pupils' core offer	Improvements in oracy and sense of self and general wellbeing are noted in numerous longitudinal studies; in particular the impact on students with low oracy and reading skills. <a href="http://etheses.dur.ac.uk/13121/">http://etheses.dur.ac.uk/13121/</a>	1 4 5

Enhanced maths teaching and curriculum planning in line with DfE and EEF guidance	The DfE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	3
High quality cpd offer, including continued engagement with NPQ offer (National Professional Qualifications)	NPQ offer <a href="https://www.gov.uk/guidance/national-professional-qualification-npq-courses">https://www.gov.uk/guidance/national-professional-qualification-npq-courses</a>  EEF effective professional development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3

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

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted school led tutoring in Yr 6 in Reading, Writing and Maths	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
Additional phonics interventions targeted at disadvantaged pupils who require extra support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
School led tutoring across KS1 and KS2	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3
Small group intervention work to	Oracy development strategies outlined:	1

strengthen oracy development	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on trauma informed practice	Good evidence that staff become more attuned to pupils and curious about behaviour; improvements in staff: pupil interactions; improved regulation and ability of staff to self-regulate and respond to situations empathetically; pupils ability to reflect on their emotions and become better able to self-regulate. <a href="https://www.islingtoncs.org/itips">https://www.islingtoncs.org/itips</a>	4 5
Fully staffed, well trained Pastoral Care Team to support wellbeing of targeted pupils and the behaviour and personal development across the school	Targeted and universal approaches can have positive overall effects. <a href="http://behaviourinterventions.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4 5
Universal free breakfast programme	Case studies have demonstrated the positive impact our breakfast club has provided in ensuring good punctuality and attendance and a positive start to the day, ready for learning.	4 5
Subsidised enrichment activity, including residential visit for Yr 6 pupils; theatre trips; cricket coaching; sailing museum visits and trip to the seaside.	Broadening cultural capital and providing enrichment is acknowledged by the EEF as having intrinsic benefits. 'We think all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education.' EEF Life skills and Enrichment. It is also noted in the Sutton Trust Tool Kit as supporting progress.	6

**Total budgeted cost: £ 238,500**

## 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.

Our strategy for 23/34 to 26/27 builds on an approach that we are confident has impact in our school community. In particular this was noted in our Ofsted inspection in May 2023, where the school received an Outstanding judgement in Personal Development. The inspection report noted that provision to support pupils' broader development is exceptional. They noted the many enrichment opportunities provided by the school with no cost barriers to families, ensuring that all pupils could take part. Inspectors also noted that 'the pastoral care team know pupils well and help to ensure that they get the support they need.

The report noted that 'pupils enjoy strong working relationships between their peers' and staff and that the school 'delivered an ambitious curriculum which is broad and well-structured'.

In 2025 for GLD – the school had outcomes lower than national, which is a regular pattern reflective of on-entry attainment and general school readiness.

At the end of Reception Pupil Premium pupils attained significantly higher than non-PP pupils – +16.5% higher.

Phonics outcomes dropped in 2025. We did not meet our target of 80%, with 3 target students not meeting the threshold and some new joiners who had little or no school experience joining the cohort across the year impacting on outcomes. The cohort has a high Pupil Premium figure of 62%, (10% higher than 2024). There was a significant gap in attainment between PP pupils and non-PP Pupils, this will be urgently addressed. As a result in part of falling rolls, the school had a mixed year group – Reception and Year 1 for the first time – and it presented challenges.

Outcomes in phonics by the end of Year 2 was in line with national – 90% (national 89%)

EYFS AND YEAR 1 2025						
Criteria & National	No.	Well Below	Below	Broadly National	Above	Well Above
EYFS – GLD (69%)	35	Below 50%	60%	65% - 73%	74% - 85%	86%+
Phonics Yr 1 (81%)	40	Below 62%	69%	75% - 85%	88%	95%+

YEAR 6 ATTAINMENT SUMMER 2025: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard <b>75% National</b>						
READING	38	Below 60%	60% – 69%	70% - 78%	<b>79%</b>	90%+
WRITING - Percentage Meeting Expected National Standard <b>72% National</b>						
WRITING	38	Below 55%	55% - 67%	<b>76%</b>	77% - 89%	90%+
MATHEMATICS - Percentage Meeting Expected National Standard <b>73% National</b>						
MATHEMATICS	38	Below 55%	55% - 67%	68% - 76%	<b>84%</b>	90%+
GPS - Percentage Meeting Expected National Standard <b>72% National</b>						
GPS	38	Below 55%	55% - 69%	<b>71%</b>	77% - 89%	90%+
CMD READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard <b>62% National</b>						
COMBINED	38	Below 45%	45% - 56%	<b>61%</b>	66% - 79%	80%+

YEAR 6 ATTAINMENT SUMMER 2025: ABOVE EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Greater Depth/High Standard: <b>33.2% National</b>						
READING	38	Below 12%	12% - 24%	<b>25%</b>	34% - 44%	45%+
WRITING - Greater Depth/High Standard: <b>13% National</b>						
WRITING	38	0%	1% - 9%	10% - 18%	<b>25%</b>	30%+
MATHEMATICS - Greater Depth/High Standard: <b>26% National</b>						
MATHEMATICS	38	Below 10%	10% - 19%	<b>28%</b>	29% - 40%	29% - 40%
GPS - Greater Depth/High Standard: <b>30% National</b>						
GPS	38	Below 10%	10% - 26%	27%-33%	<b>34%</b>	46%+
COMBINED - Greater Depth/High Standard: <b>8% National</b>						
COMBINED	38	0%	2% - 4%	5% -10%	<b>13%</b>	20%+

In 2024 - 74% of disadvantaged pupils at Hargrave Park attained Reading, Writing and Maths combined compared to 61% of **all pupils nationally** and 67% of **non-disadvantaged pupils nationally**.

In 2025 – a high proportion of the cohort had SEN support (34% Vs 25% in 2024). 68% had entitlement to PP funding.

## Key Stage 2 - Disadvantaged vs all pupils

### ATTAINMENT & ASSESSMENTS Disadvantaged pupils

Subject	Level	Hargrave Park Primary School (2282) Disadvantaged pupils	NCER National Disadvantaged pupils	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp. Std.	53.8%	47.4%	+6.4%
	GDS/High Score	3.8%	3.5%	+0.3%
Reading	≥Exp. Std.	73.1%	63.2%	+9.9%
	High Score	15.4%	21.3%	-5.9%
Writing (TA)	≥EXS	73.1%	59.5%	+13.6%
	GDS	15.4%	6.6%	+8.8%
Maths (test)	≥Exp. Std.	80.8%	60.6%	+20.2%
	High Score	7.7%	15.1%	-7.4%

### ATTAINMENT & ASSESSMENTS All pupils

Subject	Level	Hargrave Park Primary School (2282) All pupils	NCER National All pupils	
		Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp. Std.	60.5%	62.1%	-1.6%
	GDS/High Score	13.2%	8.3%	+4.9%
Reading	≥Exp. Std.	78.9%	75.0%	+3.9%
	High Score	23.7%	33.2%	-9.5%
Writing (TA)	≥EXS	76.3%	72.2%	+4.1%
	GDS	28.9%	12.7%	+16.2%
Maths (test)	≥Exp. Std.	84.2%	74.0%	+10.2%
	High Score	28.9%	26.1%	+2.8%

At Expected levels, disadvantaged pupils at HP attained higher than disadvantaged pupils nationally, but less than **all pupils nationally**. There was an - 8.3% gap.

At Above expected, HP Disadvantage pupils attained broadly in line with disadvantage pupils nationally, but - 4.5% less than **all pupils nationally**.

At Above Expected HP disadvantage pupils achieved higher than disadvantaged pupils national in Writing, but less well in Reading and Maths.

HP disadvantage pupils attained higher than **all pupils nationally** in writing at Greater Depth, but significantly less well than all pupils nationally in Reading and Maths. This will be a key target for 2026.