Pupil premium strategy statement – 2024 – 2027

Reviewed – October 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 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 **239**
Proportion (%) of pupil premium eligible pupils	52.3% **63%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	20th November 2024
Date on which it was reviewed	**14th October 2026**
Statement authorised by	Lisa Horton
Pupil premium lead	Charlie Baverstock
Governor lead	Janet Burgess

Funding overview

Detail – 2023 2024	Amount
Pupil premium funding allocation this academic year	**£222,550**
Recovery premium funding allocation this academic year	**£ 21,750**
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	**£244,300**
Detail – 2024 2025	**Amount**
Pupil premium funding allocation this academic year	**£222,550**

Recovery premium funding allocation this academic year	**£ 5,437**
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**	**£227,987**
Detail – 2025 2026	
Pupil premium funding allocation this academic year	**£238,200**
Recovery premium funding allocation this academic year	**£0**
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**	**£238,200**
Detail – 2026 2027	
Pupil premium funding allocation this academic year	**£247,090**
Recovery premium funding allocation this academic year	**£0**
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**	**£247,090**

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 well above average. Our school and wider community face many social and economic challenges. Our CIN % is well above average. Islington has the 4th 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 25%, 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	Ensuring accelerated progress for our disadvantaged pupils is a key priority for the whole school. 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.
4	Despite significant improvement across 23/24, our attendance data for 24/25 and 25/26 declined and is lower than national. 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.
5	The school has a high case load of Early Help and Children Social Care involvement, with CIN% broadly double local CIN%. Many of these are children and families in disadvantage.
6	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.

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	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 Pupil, staff and parent feedback reflects high levels of wellbeing.

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.

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: £ *68,000*

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. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	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. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	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. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	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. http://etheses.dur.ac.uk/13121/	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. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3
High quality cpd offer, including continued engagement with NPQ offer (National Professional Qualifications)	NPQ offer https://www.gov.uk/guidance/national-professional-qualification-npq-courses EEF effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

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

Budgeted cost: *£ 71,000*

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. One to one tuition | EEF (educationendowmentfoundation.org.uk)	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. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	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. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1 2 3
Small group intervention work to	Oracy development strategies outlined:	1

strengthen oracy development	Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	

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

Budgeted cost: £ 107,900

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. https://www.islingtoncs.org/itips	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. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4 5
Universal free breakfast programme	Case studies have demonstrated the positive impact our long-standing universal free 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: £ 246,900

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 2025 to 20256academic 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 2026 for GLD – the school had outcomes lower than national, which is a consistent pattern reflective of on-entry attainment and general school readiness.

Outcomes in Year 6 continue to be strong over time. The attainment of children in disadvantage is very strong, demonstrating the impact of our approach.

EYFS AND YEAR 1 2026						
Criteria & National	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
EYFS – GLD (72%)	**28**	Below 55%	**64%**	68% - 74%	77% - 89%	90%+
Phonics Yr 1 (82%)	**29**	Below 65%	65% -77%	**83%**	87% - 94%	95%+

YEAR 6 ATTAINMENT SUMMER 2026: EXPECTED						
SUBJECT	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
READING - Percentage Meeting Expected National Standard 75% National						
READING	**39**	Below 60%	60% – 70%	71% - 79%	**84%**	90%+
WRITING - Percentage Meeting Expected National Standard 73% National						
WRITING	**39**	Below 55%	55% - 68%	69% - 77%	**79%**	90%+
MATHEMATICS - Percentage Meeting Expected National Standard 75% National						
MATHEMATICS	**39**	Below 55%	55% - 70%	71% - 79%	**82%**	90%+
GPS - Percentage Meeting Expected National Standard 74% National						
EGPS	**39**	Below 55%	55% - 69%	70% - 78%	**87%**	90%+
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 63% National						
COMBINED	**39**	Below 45%	45% - 58%	59% - 67%	**76%**	80%+

YEAR 6 ATTAINMENT: GREATER DEPTH 2026 (GDS)						
SUBJECT	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
READING - Greater Depth/High Standard: 34% National						
READING	**39**	Below 15%	15% - 29%	30% - 38%	**47%**	49%+
WRITING - Greater Depth/High Standard: 14% National						
WRITING	**39**	0%	1% - 10%	11% -18%	**26%**	30%+
MATHEMATICS - Greater Depth/High Standard: 27% National						
MATHEMATICS	**39**	Below 10%	10% - 22%	**24%**	32% -44%	45%+
GPS - Greater Depth/High Standard: 31% National						
EGPS	**39**	Below 15%	15% - 26%	27% - 35%	36% - 44%	**47%**
COMBINED - Greater Depth/High Standard: 9% National						
COMBINED	**39**	0%	2% - 5%	6% - 12%	**13%**	20%+

YEAR 4 MULTIPLICATION CHECK 2026						
Y4 MULTIPLCATION	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
MEAN/AVERAGE SCORE: 21.9 National (2026)						
MEAN SCORE	**38**	Below 18.0	18.1 – 20.5	**21.2%**	22.7 – 23.5	23.6+
FULL MARKS: 46% National (2026)						
25 MARKS (%)	**38**	Below 30%	30% - 39%	40% - 50%	**53%**	61%+

KEY STAGE 2 DISADVANTAGED YEAR 6 ATTAINMENT: SUMMER 2026						
SUBJECT	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
READING - Percentage Meeting Expected National Standard 64% National						
READING	**25**	Below 45%	45% -57%	58% - 66%	67% - 79%	**88%**
WRITING - Percentage Meeting Expected National Standard 60% National						
WRITING	**25**	Below 36%	36% - 53%	54% -62%	63% -75%	**76%**
MATHEMATICS - Percentage Meeting Expected National Standard 61% National						
MATHEMATICS	**25**	Below 40%	40% - 55%	56% -63%	64% -75%	**80%**
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 48% National						
COMBINED	**14**	Below 30%	30% - 41%	45% - 52%	**53% - 69%**	**72%**

YEAR 6 ATTAINMENT: GREATER DEPTH 2026 (GDS)						
SUBJECT	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
READING - Greater Depth/High Standard: 19% National						
READING	**38**	Below 8%	9% - 17%	18% - 24%	25% - 34%	**40%**
WRITING - Greater Depth/High Standard: 7% National						
WRITING	**38**	Below 3%	3% - 4%	5% - 9%	10% - 19%	**20%**
MATHEMATICS - Greater Depth/High Standard: 15% National						
MATHEMATICS	**38**	Below 5%	6% - 11%	12% – 18%	**20%**	30%+
COMBINED - Greater Depth/High Standard: 4% National						
COMBINED	**38**	**0%**	**1% - 3%**	4% - 6%	**8%**	**15%+**

72% of our disadvantaged cohort achieved the combined expected standard in RWM.

This is 24% higher when compared to national disadvantaged pupil data and 2% higher than the national for non-disadvantaged pupils. Disadvantaged pupils are in the 15th percentile when compared to other schools for RWM combined.

8% of our disadvantaged cohort achieve GDS combined; this is 4% higher than the national data for disadvantaged pupils. This puts our school in the 16th percentile rank.

88% of our disadvantaged cohort achieved the expected standard in reading: this is 25% higher than the national disadvantaged average. 40% of our disadvantaged pupils achieved GDS which is more than double the percentage of disadvantaged pupils nationally (19%).

76% of disadvantaged pupils achieved the expected standard in writing (16% higher than national disadvantaged) while 20% of our disadvantaged pupils achieved greater depth, putting us in the 9th percentile rank when compared to other schools.

In maths, 80% of disadvantaged pupils achieved the expected standard (19% higher than national disadvantaged). 20% achieved GDS (5% higher than disadvantaged nationally).

Average scaled scores for FSM6 pupils (core indicator of disadvantaged) in reading (109) and maths (107) are identical to average scaled scores of non-FSM6 pupils at Hargrave Park. National scaled score data for 2026 is 106 in reading and 105 in maths.