

# Hatch Ride Primary School Pupil premium strategy statement and report – 2024-2025

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, 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	Hatch Ride Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	5.24%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 – 2024-2025
Date this statement was published	
Date on which it will be reviewed	October 2025
Statement authorised by	J Sparrowhawk
Pupil premium leads	J Sparrowhawk and Helen Flavin
Governor / Trustee lead	G Hayward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880 – 10, 500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£8,880

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we recognise that having a great teacher makes a huge difference and our priority is to ensure that all our pupils, including those in receipt of the Pupil Premium Grant, receive Quality First teaching.

Therefore, a significant amount of our Pupil Premium budget is spent on our teaching staff budget to ensure the recruitment and retention of high-quality teachers. We use some of our Pupil Premium Funding to renew our intervention subscriptions to fill gaps in learning and raise attainment with a specific focus on Pupil Premium pupils.

We also recognise that a 'little and often' approach for securing basic skills can have a huge impact and so we also invest heavily in our team of Learning Support Assistants to ensure that disadvantaged pupils have access to regular reading and other targeted work to ensure our children reach their full potential.

As a one-form entry school, our PP children do not naturally form groups with similar challenges. Their additional support is often individualised.

Our PP children with an underlying learning difficulty require a more regular approach to their intervention in order to ensure they make good progress for them and meet their personalised SMART targets and we utilise our most experienced Learning Support Assistants for this. For other more complex learning difficulties we use funding to provide training for all staff to help us meet needs.

Through rigorous profiling of our Pupil Premium pupils and the evaluation of the impact of intervention funded by the Pupil Premium Grant, we have further identified the need for provision to support the emotional wellbeing of some of our pupils. We especially recognise how those pupils in receipt of Service Pupil Premium Funding may require this type of support as well as those who are categorised as looked after. As a result, we have 2 fully trained Nurture Support assistants with dedicated time in the school timetable. In addition, we launched our Healthy Minds initiative in 2018 with the emotional barriers to learning of our Pupil Premium Pupils' at the forefront of our minds when planning the content. This is an ongoing initiative which we recognise as crucial to enable all our children to reach their academic potential.

We have an onsite BACP registered counsellor with specialisms in adoption and neurodiversity.

We also recognise that emotional regulation and oracy and language development for all disadvantaged pupils is an area of weakness and we are continuing to direct pupil premium funds to fund further training and resourcing for the development of these skills.

Attendance is a key factor for all children in school achieving their full potential and not missing essential learning time. The use of school clubs to support attendance is also supplemented by the Pupil Premium Grant.

### Overall aims of our pupil premium strategy:

- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure our Pupil Premium Pupils reach their full academic potential and that all pupils without identified cognition and learning barriers to achieving expected, reach expected or better in GLD, Phonics, Reading, Writing and Maths at end of EYFS, Year 1, KS1 and KS2
- To ensure attendance of our Pupil Premium pupils is above 97% or, at least, in line with our average

## Challenges

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

Challenge number	Detail of challenge
1. Vocabulary and Language	Immaturity in social communication Reciprocal conversation
2. Cognition and learning	Difficulties in maths and literacy, including retention of previously learned facts and skills Having the tools/skills at home to continue practicing their new learning
3. Writing	Spelling, sentence construction, creativity/ideas for writing, pace, stamina Confidence, leading to anxiety about writing
4. Reading	Access to appropriate material, regular reading at home, reading a variety of texts, comprehension - understanding of the material's context
5. Emotional wellbeing, resilience and emotional regulation	Emotional resilience and skill set – confidence Positive role models to aspire to Parents requiring support High anxiety - EBSA Early childhood trauma Emotional poverty
6. Financial, emotional and academic restrictions at home	Access to extra-curricular clubs, having the equipment/resources needed including PE kit and uniform

Consistent routines Wider family network depleted	Parents require guidance on how to support their children academically and emotionally. Family commitments during term time. Lack of support network for child care. Job stability – financial stability Home stability – parental relationships, blended families with additional needs
7. Attendance of particular groups	Those that cross more than one category not just PP

## 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
To strengthen emotional resilience and support strategies for emotional regulation	Pupils can articulate what helps them to be emotionally resilient and what they need more help with Rigorous implementation of Jigsaw PSHE and Jigsaw Resilience and Engagement scheme Some identified pupils will be well voiced in the Zones of Regulation Parents feel equipped to manage challenging behaviours at home A robust referral system for access to onsite counselling Pupils and parents report positive impact after period of counselling sessions
To embed our pathway for EBSA pupils to access timely, staged, measurable support	Flowchart of EBSA pathway completed and used readily by staff team Alternative Provision procedures and safeguarding processes (due diligence) are robust Attendance for EBSA children identified, improves Feedback from children and parents is positive
To improve attainment of Pupil Premium and disadvantaged pupils in Phonics, Reading, Writing and Maths	Children, unless identified as having a specific Special Educational Need in Cognition and Learning leading to a barrier to reaching expected, will have made expected or better progress and will be working at least within Age Related Expectations Pupil premium pupils in Year 1 will pass the phonics screener Children who do not pass the phonics screener (at all or well) will improve score year on year Pupil premium pupils at end of KS1 will reach ARE in R, W and M




	Pupil premium pupils at end of KS2 will reach ARE in GPS, R, W and M
To raise attainment in listening, attention and understanding at the end of foundation stage	PP children will reach GLD in the area of communication Staff are confident in teaching methods to improve listening and communication skills
For all Pupil Premium pupils to have the opportunity to access wider, enriching extra-curricular opportunities	All Pupil Premium children will have taken part in at least one club/extra-curricular activity this year PP children will be put forward for other opportunities such as sport events or any other offered off-site as part of a small group PP children attend all trips, visits and visitors
To raise the attendance of all PP children	Attendance of PP children will be good (95%+) They will have full uniform and resources needed Morning and after school club are considered PP children have a key person selected by them who regularly checks in

## Activity in this academic year

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

## Teaching

Budgeted cost: £15,006.50



Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA's in classes of Pupil Premium children for at least half of the school day	Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small>   	1,2,3,4, 7
Implementation of in-house SEN assessments	Keeping track of those children who are PP and SEND YARK – accuracy, rate and comprehension Helen Arkell – spelling age Sandwell – early numeracy	1,2,3,4





	Identifying gaps and weaknesses to put sharply focused support or intervention in place early	
Subscription to TES develop programme for all staff including governors	Develop enables you to raise teaching standards and ensure that your whole school is up-to-date and compliant with the latest training requirements. <i>This training will support our quality first teaching practice for all children.</i>	1,2,3,4,5,7
Nurture time given for individuals and groups with trained LSA's, after referral	<i>Budget suggests that there is a systemic issue where we are not targeting SEMH of pupils to enable them to thrive and develop emotional competencies and good mental health.</i> Pan Berkshire Breaking Through Barriers Conference 2018 Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small> Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small>	5,6,7
PLAC and bereavement training	Creating a whole-school, proactive approach to understanding the needs of any LAC is <b>important</b> to help achieve positive outcomes.(Children's and Young Persons Act 2008)	5

## Targeted academic support

Budgeted cost: £2,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL – international dyslexia learning	International Dyslexia Learning Solutions (IDL) offers both Literacy and Numeracy intervention software that has a proven track record of helping dyslexic and dyscalculic children. Our software is used in over 2,300 schools worldwide and has helped over 40,000 children. The IDL Literacy package provides a multi-sensory system that supports learners (especially those with dyslexia) to improve their reading and spelling ages.	1,2,3,4
Lexia Reading Core5-	Learning to read is one of the most formative phases of a child's school experience. It lays the foundations for so much more, and problems at this early stage can have long-term consequences for children's outcomes. So, finding ways to support learners struggling to read could not be more important. The findings indicate that at the end of Year 2, children who received the Lexia programme excelled in reading, made one months of additional progress in comparison with their peers in the control group. Also, children eligible for Free School Meals (FSM) who took participated in the programme made an	1,2,3,4


	<p>additional two months of progress compared to children eligible for FSM who did not receive the intervention.</p> <p>Crucially, they [the results] also indicate that the programme may be more effective for children eligible for FSM, which means it shows early signs of potential as an attainment gap closer.</p>	
<p>School BACP accredited counsellor with qualifications in working with looked after children and autism</p> <p>(costing included in the section below)</p>	<p>The benefits of school-based counselling School counselling has evolved over the years and can be beneficial in a number of ways.</p> <p>For example, it can:</p> <ol style="list-style-type: none"> <li>1. Reduce the psychological distress that children and young people experience as a result of facing a range of challenges and difficulties</li> <li>2. Offer a dedicated and safe space to talk about difficulties independently and without judgment</li> <li>3. Help children and young people learn effective strategies and support them in becoming more resilient</li> <li>4. Help develop positive self-esteem, confidence, social skills and good mental health</li> <li>5. Improve engagement in learning</li> <li>6. Reduce the stigma around mental health</li> <li>7. Provide insight and guidance for school staff on supporting children and young people</li> <li>8. Facilitate an important link between school, families and other specialist agencies.</li> </ol> <p><a href="https://www.bacp.co.uk/media/19168/bacp-school-based-counselling-essential-guide-november-2023.pdf">https://www.bacp.co.uk/media/19168/bacp-school-based-counselling-essential-guide-november-2023.pdf</a></p> <p>There is robust research evidence that school-based counselling has a significant positive impact on young people’s levels of psychological distress, self-esteem and achievement of personal goals (Cooper et al, 2021) over and above the positive effects that a school’s existing pastoral care provision can provide.</p>	5
Phonics play	<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> 	2, 4
Nessy subscription	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> 	2, 4













<p>Invest in teaching budget for Quality First Teaching</p> <p>Maths mastery programme</p>	<p><i>It all goes back to quality first teaching. Having a great teacher makes a huge difference.</i> Pan Berkshire Breaking Through Barriers Conference 2018</p> <p>Mastery learning <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Within-class attainment grouping <small>Moderate impact for very low cost, based on limited evidence.</small></p>   	<p>2</p>
<p>Precision teaching</p>	<p>Precision Teaching offers a robust and dynamic approach to optimise learning for each child. While it requires an investment of time upfront for planning and data collection, the returns, both in terms of academic achievement and child well-being, are immeasurable.</p> <p><a href="https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers">https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers</a></p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence.</small></p> 	<p>2, 3</p>
<p>Time to Talk</p>	<p>Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.</p> <p>Children who often benefit from this system have:</p> <ul style="list-style-type: none"> <li>• Difficulties in expressing themselves</li> <li>• Difficulty interacting socially with others</li> <li>• Require assistance with following instructions and paying attention</li> </ul>	<p>1</p>



## Wider strategies

Budgeted cost: £ 4,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School counsellor - giving assemblies, delivering training, running supportive groups, providing a drop-in, educating parents, carers and staff about wellbeing and mental health issues, and involvement in a supportive capacity during critical incident events</p>	<p>There is robust research evidence that school-based counselling has a significant positive impact on young people's levels of psychological distress, self-esteem and achievement of personal goals (Cooper et al, 2021) over and above the positive effects that a school's existing pastoral care provision can provide.</p>	<p>5</p>
<p>Healthy Minds Week planning, preparation and activities. 'Know yourself, grow yourself' 2025</p>	<p>The theme for 2025 is focus is <b>Know Yourself, Grow Yourself</b>, with the aim to equip and empower children and young people across the UK to embrace self-awareness and explore what it means to them. We want children and young people to discover how getting to know who they are can help them build resilience, grow and develop.</p> <p>Social and emotional learning  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	<p>5,6</p>
<p>Lego therapy</p>	<p>Several educational and medical studies in the <a href="#">UK</a> and found that facilitated group projects with Legos can help develop and reinforce play skills and social skills such as:</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal communication</li> <li>• Joint attention</li> <li>• Task focus</li> </ul>	<p>1</p>

	<ul style="list-style-type: none"> <li>• Sharing and turn-taking</li> <li>• Collaborative problem-solving</li> </ul> <p>Behaviour interventions   </p> <p><small>Moderate impact for low cost based on limited evidence</small></p>	
Mindfulness and OT strategies	Berkshire NHS – Sensory circuits...help children achieve the 'just right' level of alertness they need to prepare themselves for the days learning.	5
Sensory circuit		
Payment for clubs, trips and visits. Uniform.	<p>Social and emotional learning   </p> <p><small>Moderate impact for very low cost based on very limited evidence</small></p> <p>To widen cultural capital for PP children and their experiences of the wider world. Impact on aspiration and knowledge to keep up with their peers.</p>	6
Swimming lessons	<p>Physical activity   </p> <p><small>Low impact for very low cost based on moderate evidence</small></p>	6
ASC and Breakfast club	<p>Social and emotional learning   </p> <p><small>Moderate impact for very low cost based on very limited evidence</small></p>	6

**Total budgeted cost: £22,191.50**

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 2023 to 2024 academic year.

Action	Intended outcome	Impact	Evaluation
LSAs in every class for at least half of the school day	To improve attainment in Phonics, Reading, Writing and Maths in all pupil groups	Phonics results were above NAT and LA. SATs results for reading, spelling and Maths were above NAT, and greater depth significantly above NAT in all areas. PPG children passed their SATs for Reading and Maths.	All classes had an LSA every morning. School continue to focus on development of writing.
Continued Implementation of Pixl assessment	To identify key gaps in pupils' learning and provide targeted, laser sharp therapies to close gaps and raise attainment	Targeted children across the school made progress in their learning.	This method will be continued as was effective for all pupils. A focus on those disadvantaged in more than one way
Subscription to National College CPD programme for all staff including governors	Staff to feel confident in CPD for areas including PP and SEND	Staff report that access to the NC allows them to seek training straight away for anything needed to support PP children as well as others – they can quickly implement learnt practices into their classroom practice	We have moved to TES develop in line with other trust schools to share good practice and CPD
Nurture training for LSA's	To provide support to children referred as needing nurture support	3 fully trained staff fully trained embedded their practice. The children referred receive weekly sessions and have been accessing learning more readily and have strategies to support their emotional needs in and out of school	Mental health provision developed across the school with referrals to nurture or counselling depending on the needs of children.

Autism training for staff	To ensure that teacher's were planning effectively for these needs and that their classroom practices and resources were adequate To support children to achieve academically and be settled in school	Classroom monitoring of environment, planning and teaching show that strategies are being used to good effect	Additional support received from Ad-dington Outreach for specific children in addition to this initial training.
Targeted support			
Action	Intended outcome	Impact	Evaluation
IDL – international dyslexia learning implemented for targeted pupils	To support children with dyslexia and close learning gaps	The year 5 and 6 children all made progress in their reading and spelling ages assessments. Additional independent learning in the morning on computers showed good engagement from children.	Following new EEF research, school to trial the use of Lexia for children years 1-6 in January 2025.
Sound Linkage	To develop phonological awareness	Progress made with phonological awareness skills. Twinkl phonics interventions and precision teaching adopted to target children's learning needs in a more varied way in addition to sound linkage.	Only used now for specific identified needs
Bracknell Learning Support Service –LSA to use resources and strategies ongoing	To provide specialist teaching and support for children with learning needs	Teachers reported that the specific resources were very helpful for planning learning tasks for children across the rest of the week.	Due to increased staff knowledge confidence, the resources can now be used by school staff directly.
Subscribe to Phonics play for home use to support parents in helping their children at home	To support parents in the learning journey of their child at home	Parents and children report that this allows a fun and engaging way to learn phonics and supports parent knowledge, in turn reading fluency has improved across KS1	Continue to subscribe

Nessy subscription for use by targeted pupils	To support children with reading and spelling difficulties	The year 3 and 4 children who required additional phonics intervention found this programme engaging. It promoted independence in the morning and progress was evident.	Following new EEF research, school to trial the use of Lexia for children years 1-6 in January 2025.
1:1 tutoring – HLTA hiring Invest in teaching budget for Quality First Teaching	To target specific areas of learning for specific pupils		More beneficial to group children in some areas so they could work alongside each other and mirror classroom practice
Wider strategies			
Action	Intended Outcome	Impact	Evaluation
Social skills and 'learning to learn' sessions with SENDCo	The children will become more able to communicate with each other	Teachers reported an increased level of confidence and ability of children to communicate with each other effectively following the Time to Talk intervention	Time for talk will continue next year
Lego therapy for identified pupils	To support communication skills	The children involved were able to develop their communication skills to allow them to successfully build lego models as a team.	The next steps for these children involve wider playground games and communication. Lego therapy will be a useful tool for other children with social and communication needs.
Healthy Minds Week planning, preparation and activities	To improve the, mental wellbeing and aspirations of our pupils, with a particular focus this year on 'Your Voice Matters', supporting children to express their views and needs.	The children were able to clearly identify why their voice is important and ways to share their talents and interests with the world. They expressed themselves through art, music and dance. The drumming workshop was a particular hit!	Parent and pupil feedback.
Payment for clubs, trips and visits. Uniform.	For all Pupil Premium pupils to have the opportunity to access wider, enriching extra-curricular opportunities	Pupil Premium pupils attended a club or extra-curricular activities, including an SEN bowling event.	

<p>Paid access to breakfast club for Pupil Premium children where needed</p>	<p>To support attendance and arriving on time by giving paid access to the breakfast club provision</p>	<p>Improved attendance and lower rate of late starts Child/ren more settled as they begin their learning day</p>	<p>Strong impact for children who are also on CIN plans or TAF.</p>
<p>Swimming lessons</p>	<p>To provide children with an opportunity to take part in physical activity and promote water safety.</p>	<p>This was particularly valuable for children who had not had the opportunity to attend swimming lessons before. A wonderful improvement in confidence over the course of the lessons, with support from teaching staff.</p>	
<p>Relax Kids</p>	<p>To support emotional regulation and give children a toolkit for managing emotions</p>		