

Pupil premium strategy statement – Handforth Grange Primary School

This statement details our school's use of pupil premium (and recovery 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 (2025-26) and the outcomes for disadvantaged pupils last academic year (2024-25).

School overview

Detail	Data
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	15% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	02.10.25
Date on which it will be reviewed	20.09.26
Statement authorised by	Andrea Booth Headteacher
Pupil premium lead	Francesca Butterworth Associate Assistant Headteacher
Governor / Trustee lead	Ben Holt Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,205
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,205

Part A: Pupil premium strategy plan

All activities outlined in this strategy align with the Department for Education's (DfE) three-tiered 'menu of approaches': high-quality teaching, targeted academic support, and wider strategies. This ensures our approach is evidence-informed and structured to maximise impact.

This strategy was developed in consultation with key stakeholders including governors, the SENCo, safeguarding leads, our trust board and external partners. Their insights and feedback were integral to identifying challenges and shaping our planned activities.

Statement of intent

At Handforth Grange we have the very highest expectations of academic success, behaviour, excitement and fun. Our vision is that our school will create an excitement in, passion for, and foundation of academic knowledge and skills and the intellectual capital to live a choice-filled life for all our pupils, irrespective of their background or circumstance. We want our network of supportive adults to help all our children to develop strong values and behaviours alongside a rich curriculum of music, sport and the arts education to develop their social capital to live in an emotionally healthy way and we provide a wide variety of life-changing experiences which develop the children's cultural capital and help them to find the things that they love.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. High-quality teaching is at the heart of our approach and we focus on areas in which our disadvantaged pupils require the most support such as reading and oral language skills, as well as addressing SEMH concerns through a variety of opportunities provided. Following curriculum additional intervention meetings, internal data analysis and teacher observations, we use targeted teaching and interventions as well as tutoring to support and scaffold those pupils who find learning difficult. We use diagnostic assessments such as standardised reading and maths tests, and phonics checks to identify specific learning needs and tailor interventions accordingly. Disadvantaged pupils are prioritised for support with extra-curricular opportunities and ignition days and wider curriculum opportunities are planned with these children in mind to build cultural capital.

We aim for disadvantaged pupils to increase their attendance at school therefore closing the gap between themselves and their peers and therefore enabling them to experience the full learning experience at Handforth Grange. When reviewing attendance data, disadvantaged pupils are a key focus and families and key agencies are contacted to offer support where needed.

The pupil premium lead attends training as part of the Cheshire East pupil premium cluster group to ensure they are up-to-date with current research. The pupil premium lead also meets with trust pupil premium leads to make sure we are aligned.

To ensure pupils achieve the best they can, we will:

- *Support our disadvantaged pupils to access wider opportunities both within the school day and through extra-curricular activities
- *Maintain an ethos where all staff have high expectations for disadvantaged pupils
- *Act early to intervene at the point a need is identified

Challenges

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

Challenge number	Detail of challenge
1	External and internal assessments and observations suggest disadvantaged pupils generally have greater difficulties with RWM than their peers.
2	Internal data has identified that 49% of children in receipt of PP also have special educational needs meaning that they are doubly disadvantaged.
3	External and internal assessments, observations and pupil voice discussions indicate that disadvantaged pupils generally have greater difficulty with the retention of key facts and knowledge.
4	Discussions with parents, staff and the children indicate that our disadvantaged pupils have less access to wider experiences and extra-curricular activities outside of those provided by school (cultural capital)
5	Internal data indicates that communication and engagement with parents of disadvantaged children is lower than that of non-disadvantaged pupils
6	Referrals from staff and internal monitoring indicate that our disadvantaged pupils are more likely to have social, emotional and mental health needs
7	Our attendance data indicates that attendance among disadvantaged pupils has been 5.8% lower than for non-disadvantaged pupils. Our assessments and observations indicate that this has a resulting impact on pupil's academic progress and personal and social development

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
For disadvantaged children to make the same expected or better progress in Reading and Maths compared to their peers.	<ul style="list-style-type: none"> *KS1 and KS2 SATs results show progress rates in-line or better *Attainment for KS1 and KS2 reading is in-line or better than National data
For disadvantaged pupils to have improved oral language skills and vocabulary.	<ul style="list-style-type: none"> *Assessments and snapshots indicate improved oral language *Triangulate data with engagement in lessons, book scrutiny and pupil voice discussions, and ongoing formative assessment. *Voice 21 to be launched successfully showing oracy throughout the curriculum
To ensure disadvantaged pupils have targeted support from high-quality teaching inputs and activities and a clearly sequenced curriculum to build on previous knowledge.	<ul style="list-style-type: none"> *All staff to provide ordinary available inclusive provision following a clearly set out sequence which will be evidenced through monitoring books and lessons across the curriculum by subject leaders and SLT
To improve disadvantaged pupils attendance to close the gap with non-disadvantaged pupils and ensure attendance is above National figures	<ul style="list-style-type: none"> *Improved attendance demonstrated by the overall attendance gap between pupils and their non-disadvantaged peers being reduced below 5.8% *Pupils who are persistently absent being targeted with support to reduce the absence and the gap between non-disadvantaged peers. Overall persistent absence has been driven down for 3 years in a row
For disadvantaged pupils to have broader experiences that enrich their lives and enhance their cultural capital	<ul style="list-style-type: none"> *Handforth Experiences completed per year which provide a variety of opportunities *Percentage of disadvantaged pupils attending extra-curricular activities in-line with non-disadvantaged pupils *Disadvantaged children take part in wider curriculum activities to broaden their horizons. *Be more curriculum
To enable disadvantaged pupils with SEND to achieve a good level of progress from their starting points.	<ul style="list-style-type: none"> * internal termly data shows progress rates in-line or better than their peers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,012.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for all staff to develop their knowledge of oracy, and use of active learning opportunities to reduce cognitive load to support metacognition and subject leadership development – Voice 21</p> <p>CPD to focus on modelling and scaffolding and provision of feedback all staff to receive throughout the year.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” EEF A Tiered approach to Pupil Premium spending.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p> <p>EEF evidence suggests use of oral language interventions has a positive effect of 6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF evidence recommends that teachers should use scaffolding as one of the ‘Five-a-day’ evidence-informed approaches to support all pupils -</p> <p>https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils – EEF evidence.</p>	2
<p>Continued purchase of RWI and its training to secure excellent phonics teaching for all pupils through online portals and 2 in person development days with in person coaching.</p>	<p>Phonics approaches have a strong evidence base that indicate a positive base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p><i>Two HLTAs and UPS teacher used to work across school to</i></p>	<p>Research by the Education Endowment Foundation (EEF) shows that <i>during the primary school years</i>, children get the most benefit from being in a small class.</p>	1,2

<p><i>allow for smaller group sizes in RWM</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
<p><i>We will access teacher training including the Maths Hub CPD and resources to enhance our maths teaching in line with DfE and EEF guidance.</i></p> <ul style="list-style-type: none"> - <i>Now in collaboration phase, completed 2/4 phases.</i> 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2</p>
<p><i>Lead practitioner-empowering early literacy course with English hub and EYFS framework</i></p> <p><i>EEF – strategic leadership of the early years using EEF evidence – quality of interactions to reduce gaps disadvantage speaking and listening</i></p> <p><i>Writing webinar DFE attended by Headteacher and Katie Dixon Director of Education</i></p>	<p>Disadvantaged are 20% less likely than their peers to reach the expected standard in writing.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2</p>	<p>1</p>

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

Budgeted cost: £12,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TAs to target disadvantaged pupils within additional intervention sessions including those with SLCN and CPD provided.</p> <p>GAS (guidance and support) meetings, Attendance aims and Curriculum additional intervention meeting 3 times a year.</p> <p>Core standards – UPS teacher leading to monitor progress throughout the year and at key monitoring points.</p>	<p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link one-to-one or small group intervention to classroom teaching is likely to be a key component of an effective pupil premium strategy</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Closing%20the%20disadvantage%20gap&text=However%2C%20well%2Devidenced%20teaching%20assistant,with%20previously%20higher%20attaining%20pupils</p>	1, 2, 5

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

Budgeted cost: £ 26,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead to work closely with low attending families and to monitor and take action to address low and persistent	<p>“Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities”</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	6

<p>absence. This may include use of the school minibus to collect children and funded places in breakfast club. Use of Attend system to track and monitor trends and inform teachers of these during Attendance aims meetings half termly.</p>		
<p>To use interventions and the mental health lead to support pupils' with social and emotional wellbeing To fund Emotional Literacy Support assistant training in spring term (1 TA)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>To provide children with a broad wider curriculum including ignition activities, whole school experiences, residential, and further opportunities to build cultural capital.</p>	<p>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society” https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p>	3
<p>To support parents with children's readiness for</p>	<p>“parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4

school and encourage participation in the school community		
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Total budgeted cost: £ 69, 205.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-25), drawing on national assessment data and our own internal data.

Attainment at the end of KS2 – Pupil Premium (10 pupils)

- 40% of children in receipt of pupil premium achieved the expected standard in reading.
- 50% of children in receipt of pupil premium achieved the expected standard in Writing.
- 90.0% of children in receipt of pupil premium achieved the expected standard in science
- 40% of children in receipt of pupil premium achieved the expected standard in Maths.

Phonics screening data – Pupil Premium (7 pupils)

- 43% of children in receipt of PP achieved a pass of 32 and above for their phonics screening check.

Year 4 multiplication check

- 20% of children in receipt of PP achieved full marks
- Average attainment score was 22.6
- 80% of children in receipt of PP are at or above national mean score

Staff received CPD training with the Maths Hub, Ruth Miskin and Literacy Hub and subject leadership training with experts.

Attendance

Attendance of children receiving free school meals was 90.2% in 2024-25. This was 5.8% lower than those children not in receipt of FSM. This gap is slightly larger than DfE National where the difference between FSM and Non-FSM attendance is around 3%. This gap will continue to be a focus for this coming academic year building on the relationships built with families last year and work with the local authority. A number of children in receipt of PP were awaiting a change of placement and were therefore on part time timetables. These children have now been placed in specialist settings.

Wider Opportunities/ Personal Development

The whole school performed Oliver with a twist at the local theatre in Wilmslow with all children taking part as well as ignition activities every 3 weeks and many more opportunities throughout the year.

All extra-curricular clubs including sport, yoga, music provision and art and drama clubs provide at least 2 free places for children in receipt of PP and the percentage of children in receipt of PP is in line with their peers.

50% of the children who were chosen to travel to our partner school in China were children in receipt of pupil premium. This gave them a wonderful opportunity to experience international travel. Two of these families were supported to purchase their first passport.

40 % of children in receipt of pupil premium attended the residential with their year group. Parents were offered a 50% reduction in cost, however, some parents shared other non-financial reasons for their children to not attend.

44% of children in receipt of pupil premium attend a fully funded after school club. We continue to encourage parents of children who receive pupil premium funding who do not attend a club to try a new activity.

Across our trust, children were able to take part in a vast amount of FFET events offering a wealth of experiences to children from all background such as Chess Competition, Poetry, Art exhibitions, Times Table Rockstars competitions, Science Festivals and many more.

Based on this information, it is clear that our strategy is having a positive impact over time on attainment and progress for our disadvantaged pupils as well as providing cultural capital to pupils through extra-curricular activities and residential. Our strategy continues to be effective and we have adapted where needed to meet the needs of our children for this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
RWI	Oxford Owl
Maths Hub	
English Hub	
Emile	

This strategy statement will be published on the school website by 31 December 2025, in accordance with DfE requirements.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by our pupil premium. This will include:

- Offering a wide range of high-quality music, drama, art and sporting extracurricular activities to boost wellbeing, and aspiration and help our children 'find the things that they love' as they prepare for adult life. Disadvantaged pupils will be encouraged and supported to participate through fully funded places.
- Utilising the apprentice levy to fund NPQs for teachers and the teaching assistant development pathway with Best Practise Network. The training will enable them to increase their expertise and develop in their career.

Planning, implementation and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including external and internal assessments, class book scrutinies, attendance and wellbeing data, along with pupil voice and conversations with teachers in order to identify the challenges faced by our disadvantaged pupils. We also joined the Cheshire East pupil premium cluster group to learn from other local schools about their effective strategies. In developing our strategy, we consulted with key stakeholders including the Pupil Premium Governor, SENCo, safeguarding lead, our trust board and external partners. We also met as a trust to ensure our trust wide values are aligned. Their insights helped shape our priorities and ensure the strategy reflects the needs of our community.

We combined this evidence with an evaluation of external research evidence to identify our approaches. Our research looked at DfE reports, studies and EEF research papers as well as attending the Cheshire East disadvantaged conference about effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy to ensure the funding was used effectively to lead to better outcomes for our pupils.

We monitor and evaluate our strategy throughout the year, through curriculum additional intervention meetings every half term and report to Governors termly as well as having further meetings with the Pupil Premium link Governor on how the strategy is going. We then adjust our plan over time as needed to secure better outcomes for our

pupils. Following these meetings, we assess the impact of interventions children are receiving and ensure these are supporting progress. The teacher in charge of core standards ensures interventions are monitored and delivered effectively.