

Pupil Premium Strategy Statement – The Hayes Primary School 2026–2027

School motto: “Be the Best You Can Be”

This statement details The Hayes Primary School’s use of pupil premium funding to improve the educational outcomes of disadvantaged pupils. It outlines our strategy for the 2026–2027 academic year and how we will evaluate the impact of our provision.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	29
Academic year/years that our current pupil premium strategy plan covers	2026–2027
Date this statement was published	September 2026
Date on which it will be reviewed	Termly
Statement authorised by	Laura Olley – Headteacher
Pupil premium lead	Lisa Sinclair – Deputy Headteacher
Governor / Trustee lead	Lyla Dey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,950.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£44,950.00

Part A: Pupil premium strategy plan

Statement of intent

At The Hayes Primary School, our ambition is that disadvantaged pupils achieve as well as their peers and have full access to the academic, social and enrichment opportunities available across school. Our strategy is rooted in our school motto, “Be the Best You Can Be”, and reflects our commitment to removing barriers rather than lowering expectations. Our approach is evidence-informed and draws particularly on the Education Endowment Foundation (EEF) Guide to the Pupil Premium, which recommends that schools diagnose pupils’ needs, use reliable research evidence and organise provision around high-quality teaching, targeted academic support and wider strategies.

Our 2025–2026 strategy identified recurring barriers in reading, oral language and vocabulary, writing, mathematics, social and emotional wellbeing, and attendance. These remain the core areas of focus for 2026–2027. In line with the EEF’s tiered approach, high-quality teaching is our first priority, supplemented by carefully targeted academic support and wider strategies where non-academic barriers affect engagement and outcomes. Approaches are selected because they respond to identified need and are supported by external evidence alongside our knowledge of individual pupils and our school context.

Following the school’s development of oracy practice, structured talk, purposeful questioning, oral rehearsal, explicit vocabulary teaching and equitable participation will be used across the curriculum to strengthen language,

reasoning and access to learning. This is supported by the EEF Teaching and Learning Toolkit, which reports a positive average impact for oral language interventions and emphasises purposeful curriculum-focused dialogue, explicit vocabulary development and structured questioning. Provision will be responsive to individual need and reviewed termly using attainment, progress, attendance, pastoral and intervention evidence. We will evaluate implementation as well as outcomes, adapting or discontinuing provision where evidence indicates that it is not having the intended impact.

Tier 1 – High-quality teaching

- Embed consistently strong adaptive teaching so that disadvantaged pupils, including those with SEND and EAL, access ambitious curriculum content.
- Continue systematic phonics through Little Wandle and ensure early identification and rapid response where pupils fall behind.
- Embed explicit vocabulary teaching, oral rehearsal and structured oracy approaches across the curriculum.
- Strengthen the teaching of writing through modelling, sentence construction, vocabulary development, editing and purposeful composition.
- Continue mastery-informed mathematics teaching, including use of NCETM/Maths Hub approaches and responsive assessment.
- Use formative and summative assessment precisely to identify misconceptions, gaps and pupils at risk of falling behind.

Tier 2 – Targeted academic support

- Provide short, structured and carefully targeted small-group or one-to-one interventions in reading, phonics, writing and mathematics.
- Continue Speech and Language support, including Speech & Language Link screening and targeted programmes delivered by trained staff.
- Provide additional reading and comprehension support, including Little Wandle catch-up and other evidence-informed programmes where appropriate.
- Use intervention entry and exit data to evaluate impact and adapt or stop provision that is not accelerating progress.
- Ensure targeted support supplements, rather than replaces, high-quality classroom teaching.

Tier 3 – Wider strategies

- Provide ELSA and other appropriate pastoral support for pupils experiencing social, emotional or wellbeing barriers.
- Continue targeted attendance work with pupils and families, including early identification, regular communication and individual attendance plans where required.
- Remove financial barriers to participation in trips, clubs, sport, music and wider enrichment.
- Strengthen parental engagement through workshops, communication and practical support for learning at home.
- Work with external agencies and community partners where wider family or wellbeing needs are affecting pupils' engagement with education.

Challenges

Challenge number	Detail of challenge
1	Internal and external assessment indicates that some disadvantaged pupils require additional support to attain age-related expectations in reading and comprehension.
2	Assessment and observation indicate that some disadvantaged pupils have underdeveloped oral language, communication and vocabulary, which can limit access to the wider curriculum.
3	Writing attainment for some disadvantaged pupils remains below that of their peers, particularly in composition, sentence construction, vocabulary and independent application.

Challenge number	Detail of challenge
4	Some disadvantaged pupils have gaps in mathematical knowledge, fluency, reasoning and problem solving which affect attainment and progress.
5	A number of pupils experience social, emotional and wellbeing barriers that can affect readiness to learn, confidence, self-regulation and engagement.
6	Attendance and punctuality remain a barrier for a small minority of disadvantaged pupils, with missed learning increasing the risk of gaps widening.

Intended outcomes

Intended outcome	Success criteria
1. Improved reading outcomes for disadvantaged pupils.	The proportion of disadvantaged pupils working at or above age-related expectations increases; identified gaps narrow; phonics and comprehension interventions demonstrate measurable impact; pupils show increased fluency, confidence and engagement in reading.
2. Improved oral language and vocabulary.	Disadvantaged pupils increasingly use subject-specific vocabulary accurately, contribute confidently to structured discussion and demonstrate improved listening, reasoning and oral rehearsal. Speech and language interventions show measurable progress against individual targets.
3. Improved writing outcomes for disadvantaged pupils.	A greater proportion of disadvantaged pupils meet age-related expectations in writing; gaps narrow over time; books demonstrate improved sentence construction, vocabulary, transcription and independent application across the curriculum.
4. Improved mathematics outcomes for disadvantaged pupils.	A greater proportion of disadvantaged pupils meet age-related expectations in mathematics; identified gaps in fluency and conceptual understanding reduce; pupils demonstrate increased independence in reasoning and problem solving.
5. Improved and sustained wellbeing.	Identified pupils demonstrate improved engagement, confidence, self-regulation and readiness to learn. ELSA/pastoral records and pupil/staff voice demonstrate positive impact, with appropriate referrals and external support used where necessary.
6. Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils improves and moves closer to whole-school attendance. Persistent absence is reduced; pupils below school expectations have clear support and monitoring; family engagement is timely and well documented.

Activity in this academic year

The following provision is planned to address the challenges identified above. Final allocations should be updated once the 2026–2027 pupil premium grant is confirmed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
Adaptive teaching CPD and coaching	High-quality teaching has the greatest potential impact on outcomes. Training and coaching will focus on responsive teaching, scaffolding, checking for understanding and maintaining ambitious expectations. <i>EEF reference: Guide to the Pupil Premium – high-quality teaching should be a top priority; Teaching and Learning Toolkit evidence on feedback (+6 months) and metacognition/self-regulation (+8 months)</i>	1, 2, 3, 4

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
	<i>supports responsive teaching, modelling, checking understanding and scaffolding.</i>	
Oracy, vocabulary and dialogic teaching	Structured classroom talk, explicit vocabulary instruction, oral rehearsal and purposeful questioning support language development and access to learning, particularly for pupils with language gaps. <i>EEF reference: Teaching and Learning Toolkit – Oral Language Interventions (+6 months on average); evidence highlights purposeful dialogue, structured questioning and explicit vocabulary, with promising impact for disadvantaged pupils.</i>	1, 2, 3, 4
Writing pedagogy and moderation	A consistent, explicit approach to modelling, sentence construction, vocabulary, composition and feedback will strengthen writing outcomes and teacher assessment. <i>EEF reference: Teaching and Learning Toolkit – Feedback (+6 months) and Metacognition and Self-Regulation (+8 months); explicit modelling, actionable feedback and supported movement towards independence can strengthen learning across literacy.</i>	3
Little Wandle phonics and early reading	Continued systematic synthetic phonics provision, assessment and keep-up support will enable early identification and rapid intervention. <i>EEF reference: Teaching and Learning Toolkit – Phonics (+5 months); systematic, explicit phonics is particularly beneficial for younger and lower-attaining pupils and should be matched to pupils' current knowledge.</i>	1, 2
Mathematics teaching and curriculum development	Continued mastery-informed professional development and curriculum refinement will strengthen fluency, conceptual understanding and reasoning. <i>EEF reference: Teaching and Learning Toolkit – Mastery Learning (+5 months on average, with stronger effects reported in mathematics); monitoring, feedback and additional support are important features.</i>	4
Evidence-informed professional development and action research	Sustained professional development linked to school priorities will support consistent implementation and evaluation of effective classroom practice. <i>EEF reference: Guide to the Pupil Premium and A School's Guide to Implementation – evidence-informed approaches require careful implementation, professional development, monitoring and adaptation to local context.</i>	1, 2, 3, 4, 5

Targeted academic support

Budgeted cost: £30,000

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
Speech and Language support	Identified pupils will receive targeted Speech and Language interventions. Speech & Language Link will support screening, identification, intervention and review. <i>EEF reference: Teaching and Learning Toolkit – Oral Language Interventions (+6 months); targeted and small-group oral language approaches can be effective when linked closely to curriculum learning and assessed need.</i>	1, 2, 3
Additional phonics and early reading	Disadvantaged pupils identified as falling behind will receive frequent, structured keep-up/catch-up sessions aligned with the school's phonics programme. <i>EEF reference: Teaching and Learning Toolkit – Phonics (+5 months); targeted, intensive</i>	1, 2

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
	<i>phonics can be delivered in small groups or one-to-one alongside the main classroom programme.</i>	
Targeted reading and comprehension	Pupils will receive targeted fluency, vocabulary and comprehension support according to assessed need. <i>EEF reference: Teaching and Learning Toolkit – Reading Comprehension Strategies (+7 months); explicit teaching, modelling, questioning and accurate diagnosis of reading difficulty are key features.</i>	1, 2
Targeted writing support	Short, focused intervention and additional guided practice will address specific gaps in sentence construction, spelling, transcription and composition. <i>EEF reference: Teaching and Learning Toolkit – Feedback (+6 months) and Metacognition and Self-Regulation (+8 months); focused guided practice, modelling and clear feedback support pupils to improve and become more independent.</i>	2, 3
Targeted mathematics support	Small-group or individual support will address precisely identified gaps in number, fluency, calculation, reasoning and problem solving. <i>EEF reference: Teaching and Learning Toolkit – Small Group Tuition (+4 months) and Mastery Learning (+5 months); support is most effective when targeted precisely to diagnosed gaps and closely linked to classroom teaching.</i>	4
Additional programmes where assessment identifies need	Programmes such as Nessy, Lexia and other school-approved interventions will be used selectively, with entry/exit assessment to evaluate impact. <i>EEF reference: Guide to the Pupil Premium – schools should use reliable external research evidence alongside knowledge of pupils and context, and monitor whether selected programmes are delivering the intended outcomes.</i>	1, 2, 3, 4

Wider strategies (attendance, behaviour, wellbeing and enrichment)

Budgeted cost: £10,000

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
Dedicated ELSA/pastoral support	Targeted social and emotional support will help identified pupils develop emotional literacy, self-regulation, resilience and readiness to learn. <i>EEF reference: Teaching and Learning Toolkit – Social and Emotional Learning (+3 months in academic outcomes on average), alongside wider benefits for pupils' self-management and interaction with others.</i>	5
Specialist therapeutic or external-agency support where required	Where needs exceed school-based provision, appropriate external or therapeutic support will be commissioned or accessed and its impact reviewed. <i>EEF reference: Guide to the Pupil Premium – wider barriers to learning should be addressed where they affect disadvantaged pupils; provision should be selected according to diagnosed need and reviewed for impact.</i>	5
Funding for trips, clubs, music and sport	Financial support will ensure disadvantaged pupils can participate fully in enrichment and wider school life, supporting belonging, confidence and cultural capital. <i>EEF reference: Guide to the Pupil Premium – wider strategies should respond to barriers in the school's context. The school will evaluate participation, engagement and pupil outcomes rather than assume enrichment alone will raise attainment.</i>	5

Activity	Evidence/rationale supporting this approach	Challenge number(s) addressed
Attendance intervention and family engagement	Attendance will be tracked closely. Families of pupils with emerging concerns will receive early support, clear communication and individualised plans, with escalation in line with school and statutory procedures where required. <i>EEF reference: Attendance Interventions Rapid Evidence Assessment and Guide to the Pupil Premium – attendance is an important wider barrier; approaches should be responsive to individual causes of absence and monitored for impact.</i>	6
Parent workshops and home-learning support	Practical guidance will help families support reading, language, mathematics and routines at home and strengthen school-family partnership. <i>EEF reference: Teaching and Learning Toolkit – Parental Engagement (+4 months on average); approaches should encourage positive learning interactions between parents and children and be carefully tailored to families' needs.</i>	1, 2, 3, 4, 6

Total budgeted cost £56,000

Key EEF evidence sources

- EEF – Attendance Interventions Rapid Evidence Assessment: <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>
- EEF Teaching and Learning Toolkit – Parental Engagement: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>
- EEF Teaching and Learning Toolkit – Social and Emotional Learning: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>
- EEF Teaching and Learning Toolkit – Mastery Learning: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>
- EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
- EEF Teaching and Learning Toolkit – Feedback: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- EEF Teaching and Learning Toolkit – Small Group Tuition: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
- EEF Teaching and Learning Toolkit – Reading Comprehension Strategies: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>
- EEF Teaching and Learning Toolkit – Phonics: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>
- EEF Teaching and Learning Toolkit – Oral Language Interventions: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
- EEF – Use reliable research evidence to support your strategy: <https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy>
- EEF Guide to the Pupil Premium (updated September 2026): <https://educationendowmentfoundation.org.uk/using-pupil-premium/develop-your-strategy>

Monitoring and review arrangements for 2026–2027

- Pupil Premium provision and outcomes will be reviewed termly by the Pupil Premium Lead and senior leaders.
- Pupil progress meetings will identify disadvantaged pupils at risk of falling behind and evaluate the impact of additional provision.
- Attendance, persistent absence and punctuality will be reviewed regularly, with targeted action where required.
- Interventions will include clear entry criteria, intended outcomes and review points.
- The quality of provision will be evaluated through assessment information, work scrutiny, learning walks, pupil voice and professional discussion.
- Governors will receive appropriate information to enable them to challenge and evaluate the impact of the strategy.
- The strategy will be amended during the year where evidence indicates that provision should be strengthened, adapted or discontinued.

Part B: Review of outcomes in the previous academic year 2025–2026

Outcomes for disadvantaged pupils

For academic impact in terms of attainment:

Attainment Data (to include gap between non-PPF peers and also taking out SEND PPF data)

EYFS: (1 pupil)

*November 2025: 0% (0/0) on track for GLD **GAP:**

*March 2026: 0% (0/0) on track for GLD **GAP:**

*July 2026 0% 1/1) on track for GLD **GAP:**

Conclusion: 1 pupil achieved GLD – No gap

Year 1: (3 pupils, 2 have identified SEND need)

*Summer 2025: 0% (1/3) achieved GLD when same children were in EYFS (1 pupil in receipt of PPF).

READING

*November 2025: 33% (1/3) ARE+ **GAP: 67%** (gap)

*March 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

*July 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

WRITING

*November 2025: 33% (1/3) ARE+ **GAP: 67%** (gap)

*March 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

*July 2026: 33% (1/3) ARE+ **GAP: 67%** (gap) (gap stayed the same)

MATHS

*November 2025: 0% (0/3) ARE+ **GAP:100%** (gap)

*March 2026: 0% (0/3) ARE+ **GAP:100%** (gap) (gap stayed the same)

*July 2026: 0% (0/3) ARE+ **GAP:100%** (gap) (gap stayed the same)

Conclusion: The gap has remained the same throughout the year in all areas.

Year 2: (2 pupils)

READING

*July 2025: 67% (2/3) ARE+ **GAP: -33%** (gap stayed the same)

*November 2025: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ **GAP: 50%** (gap) (gap stayed the same)

WRITING

*July 2025: 67% (2/3) ARE+ GAP: -33% (gap stayed the same)

*November 2025: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

MATHS

*July 2025: 67% (2/3) ARE+ GAP: -33% (gap stayed the same)

*November 2025: 50% (1/2) ARE+ GAP: -50% (gap) (gap stayed the same)

*March 2026: 50% (1/2) ARE+ GAP: -50% (gap) (gap stayed the same)

*July 2026: 50% (1/2) ARE+ GAP: 50% (gap) (gap stayed the same)

Conclusion: Gap has remained the same throughout the year in all areas.

Year 3: (8 pupils, 2 pupils have an identified SEND need, 1 new pupil no previous schooling- EAL)

READING

*July 2025: 100% (7/7) ARE+ GAP: -0% (no gap)

*November 2025: 86% (6/7) ARE+ GAP: -14% (gap had increased by 14%)

*March 2026: 75% (6/8) ARE+ GAP: -11% (gap has increased by 11% due to new pupil)

*July 2026: March 2026: 75% (6/8) ARE+ GAP: -11% (gap stayed the same)

WRITING

*July 2025: 71% (5/7) ARE+ GAP: -29% (gap had decreased by 14%)

*November 2025: 57% (4/7) ARE+ GAP: -43% (gap had increased by 14%)

*March 2026: 50% (4/8) ARE+ GAP: -50% (gap had increased by 7% due to new pupil)

*July 2026: March 2026: 50% (4/8) ARE+ GAP: -50% (gap stayed the same)

MATHS

*July 2025: 100% (7/7) ARE+ GAP: 0% (no gap)

*November 2025: 100% (7/7) ARE+ GAP: 0% (no gap)

*March 2026: 88% (7/8) ARE+ GAP: 22% (gap has opened due to new pupil, no previous schooling).

*July 2026: July 2026: March 2026: 75% (6/8) ARE+ GAP: -25% (gap has increased)

Conclusion: Gap increased due to a pupil joining the year group with no prior schooling. Gap for Maths has increased for 1 pupil which will be discussed in pupil progress meetings. Gap in reading and writing has stayed the same.

Year 4 (4 pupils, 1 pupil have an identified SEND need)

READING

*July 2025: 100% (5/5) ARE+ GAP: 0% (no gap)

*November 2025: 100% (4/4) ARE+ GAP: -0% (no gap)

*March 2026: 100% (4/4) ARE+ GAP: -0% (no gap)

*July 2026: 100% (4/4) ARE+ GAP: -0% (no gap)

WRITING

*July 2025: 80% (4/5) ARE+ GAP: -33% (gap close by 20%)

*November 2025: 75% (3/4) ARE+ GAP: -25% (gap stayed the same)

*March 2026: 75% (3/4) ARE+ GAP: -25% (gap stayed the same)

*July 2026: 75% (2/4) ARE+ GAP: -50% (gap has increased)

MATHS

*July 2025: 100% (5/5) ARE+ GAP: -0% (gap has closed)

*November 2025: 50% (2/4) ARE+ GAP: +50%

*March 2026: 50% (2/4) ARE+ GAP: +50% (gap stayed the same)

***July 2026: 50% (2/4) ARE+ GAP: +50% (gap stayed the same)**

Conclusion: In reading there is no gap, in writing the gap has increased due to 1 pupil, in maths the gap has stayed the same.

Year 5 (6 pupils, 3 have an identified SEND need, 1 new no previous schooling):

READING

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

***November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)**

***March 2026: 50% (3/6) ARE+ GAP: -50% (gap has decreased by 10%)**

***July 2026: 50% (3/6) ARE+ GAP: -50% (gap stayed the same)**

WRITING

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

***November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)**

***March 2026: 33% (2/6) ARE+ GAP: -67% (gap has increased by 7%)**

***July 2026: 33% (2/6) ARE+ GAP: -67% (gap stayed the same)**

MATHS

***July 2025: 50% (2/4) ARE+ GAP: -50% (gap has increased by 17% - new child)**

***November 2025: 40% (2/5) ARE+ GAP: -60% (gap has increased by 10%)**

***March 2026: 33% (2/6) ARE+ GAP: -67% (gap has increased by 7%)**

***July 2026: 33% (2/6) ARE+ GAP: -67% (gap has stayed the same)**

Conclusion: Since last September 2 new pupils have joined both pupil premium and below which has increased the gap overall in all areas. In the summer term the gap has stayed the same.

Year 6: (3 pupils, 1 pupil has an identified SEND need):

READING

***July 2025: 100% (3/3) ARE+ GAP: 0% (no gap)**

***November 2025: 67% (2/3) ARE+ (gap increased by 33%)**

***March 2026: 67% (2/3) ARE+ (gap stayed the same)**

***July 2026: 67% (2/3) ARE+ (gap stayed the same)**

WRITING

***July 2025: 33% (1/3) ARE+ GAP: - 33% (gap has decreased by 34%)**

***November 2025: 33% 33% (1/3) ARE+ GAP: (gap has stayed the same)**

***March 2026: 33% (1/3) ARE+ GAP: (gap has stayed the same)**

***July 2026: 67% (2/3) ARE+ (gap closed by 33%)**

MATHS

***July 2025: 33% (1/3) ARE+ GAP: - 67% GAP: (gap has stayed the same)**

***November 2025: 33% (1/3) ARE+ GAP: (gap has stayed the same)**

***March 2026: 33% (1/3) ARE+ GAP: (gap has stayed the same)**

***July 2026: 67% (2/3) ARE+ (gap closed by 33%)**

Conclusion: Across the year the gap in reading increased by 33% due to 1 pupil with SEND and EHCP. The gap closed by 33% in writing and maths.

Final Conclusion

Overall, the evaluation of our Pupil Premium Strategy for 2025–2026 demonstrates that the school's three-tiered approach of **high-quality teaching, targeted academic support and wider strategies** continues to provide appropriate support for our disadvantaged pupils. The impact across year groups is varied, reflecting the individual needs of our relatively small Pupil Premium cohorts. Consequently, the progress or attainment of one pupil can have a significant impact on percentage outcomes. This is particularly evident where pupils have identified SEND or have joined the school during the academic year with significant gaps in their previous education.

There are clear areas of strength. Reading outcomes remain strong for some cohorts, including Year 4 where **100% of Pupil Premium pupils achieved ARE+ and there was no attainment gap**. In Year 6, there was positive improvement during the year, with the gap in both **writing and mathematics closing by 33 percentage points** by July 2026.

However, the evaluation also identifies areas where further improvement is required. Gaps remain in reading, writing and mathematics within some year groups, particularly where pupils have additional SEND needs or have entered the school without previous schooling. For example, changes to the Year 3 and Year 5 cohorts during the year had a measurable impact on outcomes. These pupils will remain a priority for targeted support, with individual progress considered alongside headline attainment percentages to ensure that interventions are responsive to need.

The school will therefore continue to prioritise **high-quality adaptive teaching, early identification of need, targeted interventions in reading, writing and mathematics, speech and language development, and support for pupils' social and emotional wellbeing**. Attendance will also remain an important strand of the strategy, alongside close work with families to address barriers that may affect pupils' engagement and achievement. These priorities reflect the key challenges identified within the strategy.

Moving into **2026–2027**, assessment information, pupil progress meetings and ongoing monitoring will be used to identify precisely where individual disadvantaged pupils require additional support and to evaluate whether funded provision is having the intended impact. Where strategies are demonstrating impact, they will be sustained; where progress is not sufficient, provision will be adapted promptly.

Our overarching ambition remains unchanged: **disadvantage should not determine a child's educational outcomes or access to opportunity**. Through careful use of Pupil Premium funding, rigorous monitoring and a relentless focus on individual need, The Hayes Primary School will continue to work to remove barriers, raise attainment and ensure that every disadvantaged pupil is supported academically, socially and emotionally to **"be the best you can be."**