Hayes Park School
Learning for life

Pupil Premium Strategy Statement 2025-26

Pupil premium strategy statement – Hayes Park School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	599 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	22%
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)**	Sept 2024- July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Broadhurst (Head teacher)
Pupil premium lead	Mrs Smart
Governor lead	Mrs Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,545
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*	£183,545

Part A: Pupil premium strategy plan

Statement of intent

This is the second year of a 3-year plan:

At Hayes Park, we know our pupils and families well. We understand that every child's story is unique and some may face challenges that make learning more difficult. Educational disadvantage means that some children do not always have the same opportunities to learn, grow and achieve as others — often due to factors beyond their control, such as family circumstances, language, knowledge, limited experiences, or other personal challenges. We recognise that some pupils may be vulnerable even if they are not eligible for Pupil Premium funding and we include all vulnerable pupils in our support strategies.

Developing an **equitable approach** is the core principle at Hayes Park: it involves understanding the barriers to learning our children face and actively working to mitigate them. Support is targeted according to need — giving a bigger "slice of the cake" to those who need it most — so that every vulnerable child has the opportunity to thrive. This is a whole-school commitment; all staff work together to help children by overcoming barriers, improving their life chances and feeling valued as part of our school community.

We believe that **high-quality classroom teaching is essential** to ensuring all pupils make progress. Our teaching staff are our biggest intervention. This approach is guided by research and evidence-based strategies, ensuring our actions are purposeful and effective.

A priority at Hayes Park is ensuring all children have **strong foundational skills at the start of their learning journey**. Our Assistant Head for Early Years leads this work, supporting early years staff and ensuring children develop essential skills in communication, literacy, numeracy and personal development from the very beginning. These foundations set children up for success across the curriculum.

Building on these foundations, a significant focus is on **developing strong reading skills**. Our Reading Lead drives early reading across the school, supporting staff, assessing and monitoring progress and ensuring all pupils make rapid progress. Strong reading skills equip children to communicate effectively, build knowledge and engage confidently with learning in all subjects.

Our aim is to ensure every child at Hayes Park feels supported, included and inspired to achieve their best. A crucial part of this is fostering a sense of belonging. Our Learning Mentor and Early Help Coordinator work closely with children and families to provide personalised support, strengthen home–school connections and address challenges that may affect learning and wellbeing. This ensures pupils feel secure, valued and ready to engage fully with their learning.

Strong foundations, reading skills, high-quality teaching, research-informed practice and personalised support are central to our vision, unlocking the door to knowledge, creativity and lifelong learning.

Challenges

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

Challenge number	Detail of challenge
1 Starting Points	Reception baseline assessments indicate that pupils enter school with starting points below national expectations.
2 English as an additional language	Our English as an additional language (EAL) intake is well above average at 60% (IDSR 2025). Non or limited English-speaking home environments impact on our children's initial speech and language development in Early Years and their subsequent reading and writing skills as they move through the school. Currently 60% of our disadvantaged pupils have EAL.
3 SEND	We are well known for our inclusivity within our borough. Being an Inclusion Quality Mark Flagship School and having a Specialist Resource Provision (SRP) for pupils with autism (which holds the National Autistic Society accreditation) means that we have a higher than national number of pupils with SEND and a significant percentage (around triple the national average) of pupils with more complex needs who require an Education Health Care Plan (6.15%); 40% of our disadvantaged pupils have a SEND need.
4 Mobility	The high mobility of pupils means that we have many pupils joining us at different stages of their primary school learning journey, many of whom have large gaps in their knowledge and skills compared to their peers. (Below average stability at 79.55% on 2025 IDSR).
5 Well -being & Socialisation	We have a growing number of disadvantaged and vulnerable pupils, who are known to social care, are young carers or have suffered from ACES (Adverse Childhood Experiences) and typically these pupils need support with confidence, self -esteem and self-regulation.
6 Home Support	A number of our disadvantaged and vulnerable families struggle to support their children with their learning at home for a variety of reasons, including access to technology.
7 Knowledge of the world	Discussions with teachers has identified that many of our disadvantaged and vulnerable pupils have limited access to visits and experiences which would support their learning and widen their understanding of the world around them.
8 Access to outdoor play	Many of our pupils have limited access to outdoor play. This can impact on their cognitive, physical, social and emotional development.
9 Attendance	Despite strong disadvantaged attendance data (93.0% with National data being 92.6%). There is a small group of disadvantaged and vulnerable pupils who struggle with attendance.

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 academic attainment for Year 6 disadvantaged pupils.	Outcomes for our disadvantaged pupils in reading, writing and maths at the end of Key Stage 2 (KS2) are in line with or better than national results for disadvantaged pupils by July 2027.
Continued excellent phonics results for disadvantaged pupils in Year 1 and Year 2.	Outcomes for our disadvantaged pupils in phonics, at the end of Year 1 and 2 are in line with or better than national results for disadvantaged pupils by July 2027.
Continued excellent Multiplication Tables Check results for disadvantaged pupils in Year 4.	Outcomes for our disadvantaged pupils in the Multiplication Tables Check (MTC) at the end of Year 4 are in line with or better than national results for disadvantaged pupils by July 2027.
Continued positive results for disadvantaged and other pupils in Reception, who receive speech and language support.	Assessments and observations indicate significantly improved oral language for disadvantaged pupils in Reception by July 2027.
Reception pupils make good progress from their starting points.	Outcomes for disadvantaged pupils achieving GLD is in line with or better than national results for disadvantaged pupils by July 2027.
Attendance of focus disadvantaged and vulnerable pupils improves significantly from their starting points.	There is a sustained improvement in attendance for specific disadvantaged and vulnerable pupils by July 2027.
Identified disadvantaged and vulnerable pupils have strategies to support their self- regulation and maintain their emotional well-being.	Pupil voice questionnaires show that identified disadvantaged and vulnerable pupils have a range of strategies to support their self- regulation, maintain their emotional well-being and be more confident in school from their starting points by July 2027.
Reduction in the loss of learning and increased lesson time.	A reduction of behaviour incidences, which impacts learning time, due to increased participation in our OPAL (Outdoor Play and Learning) programme by July 2027.

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: £ *92,858*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the quality of teaching and assessment of foundational skills in writing and maths in the Early Years through the development of an Early Years Assistant Head role. This will involve reviewing and adapting existing practice, greater links between focus teaching and continuous provision, assessment linked to key criteria and a keep up rather than catch up approach.	Early approaches to mathematics e.g. White Rose Hub scheme can have an impact of 7+ months for disadvantaged pupils but dependent on key criteria being met e.g. a balance of individual, group and guided instruction, clear knowledge of what is being taught. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches	1,2,3,5,6,7 & 9
Maintain the continued high profile of quality phonics teaching across EYFS (Early Years Foundation Stage), KS1 and KS2 (where applicable) through the use of a Reading Lead. This role involves regular pupil assessment and group re-organising to ensure progress and pace, ensures quality teaching within all groups with the support from our Read Write Inc (RWInc) consultant, in house training for new staff, ongoing CPD for existing staff, supporting parents and provision of new resources.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (+5 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,6,
Continue to ensure that the quality of teaching across the whole school is good and that staff embed the Hayes Park Principles, through whole school CPD, coaching, facilitating triads of observations, support from Lead Teachers for trainee teachers and other members of staff on key aspects of principles.	The EEF state 'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.' https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1726059150	1,2,3,4,5,6, 7& 9
Provide CPD opportunities for staff to undertake professional development using the National College and The Hillingdon Learning Partnership. This includes professional development to highlight the equity agenda e.g. Therapeutic Thinking, Trauma Informed Training.	The EEF state 'Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development.' https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1728028024	1,2,3,4,5,6, 7& 9

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

Budgeted cost: £ *29,354*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify disadvantaged and vulnerable pupils in Year 3,4 and 5 who are not at age related expectation in core subjects and run small group school led tuition.	EEF research evidence supports this approach with the average impact of the small group tuition being four additional months' progress, on average, over the course of a year. (+4 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5,6 & 7
Small group interventions for phonics in Year 1 and 2 and times tables in Year 4 targeted at disadvantaged and other pupils who join school in Key Stage 2 without secure foundational skills.	EEF research evidence supports the use of teaching Assistants to run structured interventions. (+4 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4,5,6 & 7
Kumon maths group for an identified group of disadvantaged pupils falling behind age-related expectations in maths in Year 5.	In 2020, the Education Policy Institute (EPI) carried out independent research aiming to investigate the link between studying the Kumon Maths Programme and children's school performance. Results revealed Kumon students significantly out perform their primary school peers in maths. (6.8 months of additional progress**)** https://www.kumon.co.uk/about/epi-findings/	2,3,4,5,6 & 7
Continued provision of online platforms to develop independent reading comprehension and maths skills from Reception to Year 6.	The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. (+6 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,4,5,6 & 7
Provide support with homework through homework club, free homework books and a long-term loan of chrome books to disadvantaged pupils in Key Stage 2.	(+4 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3,4,5,6 & 7

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

Budgeted cost: £ 61,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to run interventions to develop self – esteem, improve attention and focus in lessons, social skills and engagement with learning. Pupils are identified by staff and pupil questionnaires and are run by our ELSA trained Learning Mentor. Emotional Literacy Support Assistant (ELSA) training was funded as part of the previous 3-year plan.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months additional out comes over the course of an academic year. The EEF states 'it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (+4 months impact on attainment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5 & 9
Continue to develop our Outdoor Play and Learning (OPAL) programme. Many of our pupils have limited opportunities to play outside. This programme allows all children to develop problem-solving, creative and language skills, whilst also building confidence, resilience and positively impacting on pupils' physical and mental health and well-being. It also has a positive impact on attendance and lost learning time, to investigating small scale behaviour incidences after lunch.	In October 2023, The Children's Alliance published a report which calls for multiple commitments from the government to require and support all primary schools to devise a school plan for play, based on proven best practice and play work principles. https://childrensalliance.org.uk/working-group-reports/	5 & 8
Counsellor to support well-being of specific identified pupils.	EEF toolkit evidence: Social and Emotional Learning (+4 months impact on attainment)	5
Early Help Co-ordinator to support all aspects of disadvantaged pupils' family life, including attendance of focus pupils, parental engagement, health and welfare and to increase the uptake of families for pupil premium funding across the school.	The EEF review of evidence to identify why families can be perceived as 'hard to reach' and what services can do to address this suggests employing staff who can relate to parents and making repeated attempts, if needed, to engage the families concerned. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5,6 & 9
Extra-curricular clubs – 1 free club offered per term and reduction in cost for school journey and overnight visit, to provide opportunities for new experiences across a range of subjects,	Overall, the average impact of arts participation on other areas of academic learning appears to be positive and about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (+3 months impact on attainment)	5,6,8 & 9

which might not be available to pupils outside the school setting.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Sport England's research identifies a range of ways that sport can help children's mental health and well-being, including increased self-esteem, building confidence and increased motivation. All of which will have a positive impact on learning. https://www.sportengland.org/funding-and-campaigns/mental-health	

Total budgeted cost: £ *183,545*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium Grant (PPG) strategy has had a very positive impact on our disadvantaged pupils:

Early Years
Good Level of Development (GLD) for our disadvantaged pupils rose from 45% in 2024 to 56% in 2025 (+25.2ppt from LA average & +32.1ppt from national average). Children eligible for free school meals were identified in our 'Compare Your GLD Data' report as one of our strongest child characteristic groups. GLD results for all pupils rose to 71% in 2025 which is above the national average 68.3%.
Key Stage 1
85% of Year 1 pupils and 90% of Year 2 pupils passed their phonics check, which is above the national average. Excellent phonics results for disadvantaged pupils in Year 1 and 2 at 73% (Nat 67%) and 83% respectively. Our 3-year average for Year 1 phonics is 87% which is significantly above the national average (IDSR 2025).
Key Stage 2
Progress: 100% of pupils, (who had been in our school since Year 2) made expected progress or more in reading and writing and 93% made expected progress in maths. In addition, 64% achieved more than expected progress in maths, while 50% did in writing and 21% in reading. Attainment: in all attainment measures, disadvantaged children performed at least close to the national average (and in grammar, above) over a 3-year average (IDSR). 65% of disadvantaged pupils achieved full marks on the Multiplication Tables Check. This is significantly above disadvantaged and non-disadvantaged pupils nationally at 27% and 41%
Attendance
Attendance continues to be above national average and Hillingdon Local Authority (LA) for our disadvantaged pupils at 93% (92.6% NA and 90.72% LA) and is close to national average for both attendance and persistent absence over a multi-year average (IDSR).

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

Our greater focus on the teaching of foundational skills in the early years is already showing an improvement with a rise in Good Level of development for our disadvantaged pupils from 45% in 2024 to 56% in 2025 and a rise of over 9% for the year group as a whole (at 71%) which is above National at 68.3%. The use of Pupil Premium funding to part fund the role of Assistant Head for Early Years, new to the strategy for 2025, is already showing an impact in many areas from planning, continuous provision and focus assessment.

Phonics teaching for all pupils, not just disadvantaged pupils, continues to be a strength at Hayes Park. This success is due to the impact of our Reading Lead, which is funded by our PPG. The Reading Lead has continued to drive significant improvement in phonics through clear leadership, high expectations and targeted support. Staff expertise and confidence in phonics teaching has grown, especially in reception, resulting in consistent and strong pupil outcomes in decoding and fluency. A sharp focus on data, regular monitoring and swift intervention have ensured every child makes progress. We are proud of our Year 1 and 2 results which are 85% for Year 1 and 90% for Year 2, with excellent results for disadvantaged pupils in Year 1 and 2 at 73% and 83%. Our 3-year average for Year 1 phonics is 87% which is significantly above the National Average (IDSR 2025).

Again this year, our disadvantaged pupils in Year 4 achieved above the National Average (NA) for the Multiplication Table Check at 65% (27% NA 2025), showing our strategy is having an impact attainment in core skills.

Our disadvantaged pupils make excellent progress by the end of Key Stage 2 (KS2). Of the 14 pupils who were with us from the end of Key Stage 1 (KS1), 100% made expected progress or more in reading and writing, and 93% made expected progress in maths. In addition, 64% achieved more than expected progress in maths, while 50% did so in writing and 21% in reading.

Despite such strong progress measures, attainment outcomes for our disadvantaged pupils at the end of Key Stage 2 have not yet reached the levels we are striving for. Our 2025 results remain below the national average for disadvantaged pupils by 3% in maths, 6% in reading, and 7% in writing. It must be noted that just under half of the pupils in this group last year had an SEN need and 3 of these pupils had ASD and attended our SRP for autism. Our 3-year average for disadvantaged pupils is however recorded as close to national average for Reading, Writing and Maths combined at Expected (EXS) and our 3-year average for EGPS (grammar) at EXS is significantly above National (IDSR 2025).

We recognise the need to revisit our research and evidence base and refine our approach for the year ahead. We will continue to use an equity model to ensure that resources, interventions and expectations are matched to individual need. Central to this will be engaging the whole staff team so that our strategy is fully understood, consistently applied and supported by shared ownership across the school. By strengthening our collective commitment and grounding our decisions in high-quality evidence, we aim to secure even stronger attainment for our disadvantaged pupils next year.

Overall Outcomes

☑ Good progress ☐ Average progress ☐ Minimal progress

Although we acknowledge that there is still an internal gap between our disadvantaged and non-disadvantaged pupils, our disadvantaged pupils have continued to make excellent progress from their starting points. The Good Level of Development for disadvantaged pupils at the end of Reception has improved by 11%. Our results for our disadvantaged pupils in phonics were above Nationals Averages in both Year 1 and 2 by 6% and 2% respectively.

High levels of mobility (38 pupils joined our school during 2024–25) and being a flagship for inclusion (our EHCP levels are higher than the national average 6.15%) both have a bearing on the attainment of some of our disadvantaged pupils. Despite this, Year 6 disadvantaged progress was excellent (see earlier section) and the IDSR (2025) shows our 3-year average for disadvantaged pupils as being close to the national average for Reading, Writing and Maths combined at EXS and our 3-year average for EGPS at EXS is significantly above national.

We are confident by refining our strategy for 2025-26 we can ensure that pupil attainment continues to improve.

Teaching

☐ Good progress ☑ Average progress ☐ Minimal progress

We are committed to continually improving the quality of teaching across the school. By identifying staff who would benefit from additional support, we have been able to focus coaching and professional development where it has the greatest impact. This approach has proven successful last year: coaching helped teachers refine their practice in relation to quality writing in Year 2, using a 6 weekly assessment strategy to improve the teaching and tracking of times tables knowledge in KS1 and Year 3 and 4. The use of our lead teachers has ensured that trainee teachers refine their practice and staff in reception deliver more effective phonics instruction.

Hayes Park has always benefited from strong teaching but, as new teachers join our team, it is important to revisit and embed the key principles of effective teaching and learning that define our school. As part of our next strategy, we will focus on supporting our disadvantaged pupils by ensuring that all teachers maximise their pupils' learning potential. By reinforcing our core teaching principles and providing targeted CPD and coaching, we aim to maintain high standards while focusing on closing gaps in attainment and progress.

Targeted Interventions

☑ Good progress ☐ Average progress ☐ Minimal progress

Clear systems are in place to address pupils' gaps in speech and language acquisition in early years and phonics in Reception, Year 1 and 2 and in consolidating times tables knowledge in Year 3 and 4. There is clear evidence to support this progress over time (as discussed in the highlights section).

There are similar systems in place to select pupils for termly tuition based on up-to-date year-group data. Last year this was Year 6 across all core subjects and Year 4 maths (with our Kumon classes). 100% of the pupils in Year 6, who received tuition made clear improvements in their scaled scores and 43% of the pupils moved from Working Towards (WTS) to EXS in reading, 86% in grammar and 50% maths. However, for some pupils, limited prior knowledge and specific learning needs have constrained the progress they had been able to make, even with targeted support.

Wider Strategies

☑ Good progress ☐ Average progress ☐ Minimal progress

The school's co-ordinated approach to pastoral care makes a real difference towards pupils' confidence, their view as a learner and their feelings of belonging to the school. Attendance continues to be above National and Hillingdon Local Authority (LA) for our disadvantaged pupils at 93% (92.6% NA and 90.72% LA) and we have developed a range of bespoke actions to support specific disadvantaged and vulnerable pupils, who struggle with attendance or lateness e.g. walking bus, morning transition groups, fruit breakfasts.

The introduction of the OPAL (Outdoor Learning and Play) programme in January has had a vast improvement in pupils' enjoyment and engagement in school and a reduction in lost learning due to teachers having to sort small scale issues following lunch. There has also been clear reduction in the number of vulnerable pupils seeking out adult support at lunchtime via the medical room.

Our Early Help Co-ordinator has continued to support parents in a range of ways, including access to our foodbank, referrals and support with financial matters. The other area which she began this year is support for our young carers and this will continue to be a focus for the next academic year.

Externally provided programmes

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

Programme	Provider
Kumon Maths	Yeading Kumon centre
Reading Plus	Reading Plus
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Doodle Maths	EZ Education