



Handford Hall Primary School 2025/26
Pupil premium strategy statement

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
Handford Hall Primary School	
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	115 (33%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Colin Kreidewolf
Pupil premium lead	Katarzyna Blake
Governor / Trustee lead	Colin Kreidewolf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174, 225
Recovery premium funding allocation this academic year	0
School-led grant funding	
Pupil premium funding carried forward from previous years	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	£ 174, 225



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Children who qualify for Pupil Premium Grant at Handford Hall Primary School achieve exceptionally well. We are committed to opportunities for personalised learning and accelerating progress for vulnerable pupils.

Our aim is to use pupil premium funding to raise and sustain higher attainment for disadvantaged pupils at Handford Hall so that they attain at least as well, if not better, than non-disadvantaged pupils nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and maths.

At Handford Hall, we are committed to ensuring excellence for all pupils. We will ensure that we have high aspirations for all disadvantaged pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs.

At Handford Hall, we put reading at the heart of our curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics, fluency and comprehension is key to improving their life chances.

We will focus on the key challenges which are preventing our disadvantaged pupils from attaining as well as our non-disadvantaged pupils. These areas are: depth and breadth of vocabulary; the ability to articulate ideas and develop reasoning and a lack of wider life experiences that build background knowledge and an understanding of the world around them.

The approaches we have adopted support pupils to make a strong start at primary school and help them excel. To ensure these are effective, we will: ensure children's communication and reading skills are assessed when they join the school with interventions put in place as needed; closely monitor the progress of pupils and intervene early to address gaps as they appear; ensure all staff understand that they are accountable for the outcomes of disadvantaged pupils and that they have high aspirations for them all.



Principles (how we aim to do it):

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources may also be used to target able children receiving PPG to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Barriers Faced by Our Pupils:

- Our baseline assessments, discussions and observations reveal delays in language acquisition and depth of vocabulary use for some disadvantaged pupils.
- Many disadvantaged pupils at our school start their education at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.



- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Our attendance analysis shows that more disadvantaged pupils are persistently absent than non-disadvantaged pupils.
- Many of our disadvantaged pupils live in cramped, busy households, which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions, which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points. Last year's restrictions around visitors and trips heightened this for some children.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Achieving these objectives:

The range of provision we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning (extra hours)
- Effective use of School-led grant funding
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations (To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2).
- Additional learning support provided by our trained support staff (pre-teaching, overlearning) – each class is allocated with a Teaching Assistant



- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and Mental Health support
- Forward Together provision is allocated to class TAs (focus: attendance, parent communication).

Challenges

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

Challenge number	Detail of challenge
1	Attendance including persistent absence due to highly mobile school community
2	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading and writing than other pupils, identified as a typicality in EYFS baseline data. Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension and writing composition challenging and perform less well than their peers.
3	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years and therefore speaking and listening skills are typically lower on entry, noted in EYFS baseline data.
4	Many disadvantaged pupils at our school start their education at a lower level of achievement in mathematics, identified as a typicality in EYFS baseline data. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
5	Our assessments indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by increased mobility of our families. This has resulted in knowledge gaps leading to disadvantaged pupils requiring additional support to narrow the gaps.
6	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of wider educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development. Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.



7	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions, which acts as a barrier to their educational success.
8	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

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.

Whole School Priorities

- **To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum, including mobile students.**
- **Securely embed knowledge of basic skills e.g. times tables, spellings, including mobile students.**
- **Engage parents and develop strong home school links to support learning and oracy including mobile students.**

Intended outcome	Success criteria
<p>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, and by the end of KS2 in reading, writing, mathematics and GPS.</p> <p>To ensure that disadvantaged pupils achieve at least as well as all pupils at the end of KS1 in reading, writing and mathematics (internal monitoring) To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally in Reception and Year 6. • Achievement of disadvantaged pupils across school in comparison to all pupils. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Times table check data for disadvantaged pupils is above that of all pupils nationally.



<p>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS2 across reading, writing, mathematics.</p>	<ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard. • Year 6 meetings demonstrate progress for key pupils through gap analysis.
<p>To develop staff understanding of metacognition and memory recall.</p>	<ul style="list-style-type: none"> • Lesson feedback, outcome monitoring and pupil voice shows evidence of sustained, deliberate practice to support memory recall.
<p>To continue addressing the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication. To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment. • Parental engagement activities are strategically planned, and numbers / feedback demonstrate sustained access.
<p>All disadvantaged pupils have improved knowledge of vocabulary and the ability to explain and reason orally.</p>	<p>Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons. These are seen being deployed consistently in lessons across the school.</p> <p>Key vocabulary is mapped across the curriculum over time so that children's knowledge of language builds sequentially and cumulatively.</p> <p>Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching.</p> <p>Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary.</p> <p>Parents and families know the vocabulary the children are learning through information sent home to them. -</p> <p>The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by</p>



	<p>the class teacher through intervention and booster sessions.</p> <p>Assessments show a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils</p>
<p>All disadvantaged pupils to leave Handford Hall as fluent readers, able to comprehend and discuss what they read across the curriculum.</p>	<p>On entry assessment identifies pupils with gaps in their knowledge of phonics. Action is taken to address the gaps and intervention is timetabled immediately. - Additional members of staff are appointed to support specifically with one-to-one phonic interventions. - Children learning to read are ably supported by parents and carers due to the support of school staff.</p> <p>All children in KS1 are given differentiated support specific to their needs.</p> <p>Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.</p> <p>Reading for pleasure is integrated into daily life at the school. All children are read to daily and are able to discuss what they are reading and make recommendations to others.</p> <p>All children feel confident reading across the curriculum and independently build knowledge of the world through reading.</p>
<p>All disadvantaged pupils to leave Handford Hall with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<p>Assessments identify disadvantaged pupils with potential barriers to learning in mathematics. Support is put in place for them to close gaps within lessons and if necessary outside of lessons. - A timetable of support is created to allow for interventions and sessions (within and outside of the school day) to take place.</p> <p>Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. Teachers receive support from leaders and training to understand how to ensure all children reach their potential. - Intensive CPD for teachers and support staff, alongside instructional coaching from a maths consultant ensures that</p>



	<p>provision for all children is excellent and leads to improved outcomes for disadvantaged pupils.</p> <p>On-line resources such as TT Rockstars are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</p> <p>Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</p> <p>Support staff are trained in how to support vulnerable children within and outside of lessons.</p> <p>Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects</p>
<p>Improved levels of attendance and reduced persistent absence for disadvantaged pupils.</p>	<p>Regardless of their socio economic background, all children attend school regularly.</p> <p>There are no gaps in attendance figures when comparing deprived children and their peers.</p> <p>Disadvantaged pupils will have attendance at/above 97%.</p>



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38, 139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support high quality teaching across the school to support all groups of children but particularly those disadvantaged, SEND and more able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p>	<p>Supporting the Attainment of Disadvantaged Pupils https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411 Supporting the attainment of disadvantaged pupils brief.pdf identifies high quality teaching as a key aspect of successful schools. DFE, 2015. High Quality Teaching The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. EEF 2022 – 2023. “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 top priority for any pupil premium spend.” Sutton Trust Report, 2011. Within the school context, regular evaluation of teaching provides consistency in evaluation of the teaching and learning profile.</p>	<p>2,3,4,5,6,7</p>
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p>Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-downloads)</p>	<p>2,3,4,5,6,7</p>



	<p>identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly</p>	
<p>Continue embedding of diagnostic teaching across the curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions), including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021.</p>	<p>2,3,4,5,6,7</p>
<p>Continue the enhancement of our maths teaching and curriculum planning to support adaptive teaching and planning pathways</p>	<p>The EEF research Improving Mathematics in Key Stages 2 and 3, EEF 2022 (https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf), and the DFE paper Mathematics in KS1 and KS2, DFE, 2021 (brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6 including summarising the most important knowledge and understanding within each year group and important connections between these mathematical topics.</p>	<p>2.3.4.5.6.7</p>



	<p>Within the school context, research is being used to develop the curriculum offer starting in EYFS.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The Ofsted Research Review highlights the importance of pupils attaining proficiency to build success and intrinsic motivation in mathematics</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	
<p>Enrichment opportunities including: college/university visits for Year 6 pupils, school trips and workshops</p>	<p>The EEF, consider evidence based research unpicking the ‘enriching’ of education (https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment) and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	<p>8</p>
<p>Ensuring teaching of phonics and early reading is excellent through investing in professional development including RWI Development Days for the reading leader and all reading teachers and tutors; facilitating fortnightly practice sessions and weekly instructional coaching. Providing access to families to fully decodable home reader books and e-books. Supporting families to understand early reading strategies.</p>	<p>EEF Toolkit Phonics</p> <p>EEF Improved Literacy in KS1</p>	<p>2,4,5,6</p>



<p>All teachers to access Lesson Study CPD</p> <p>£ 10,000</p>	<p>Rosenshine identified seventeen 'instructional procedures', the actions which 'master' teachers regularly employed within their lessons to enable learning to occur.</p> <p>Principles of effective instruction (Rosenshine)</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	<p>2, 3, 4, 5 6,7</p>
---	--	-----------------------

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

Budgeted cost: £ 121, 568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue employ a specific teaching assistant to lead speech and language sessions across the school</p> <p>Additional 2 days from S&L therapist (Communicate</p>	<p>Communication and language (https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches) approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).</p> <p>Within the school context, the specific investment of an additional teaching assistant and 2 days from Communiante to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	<p>2,3</p>
<p>Y6 small group support, booster classes and Easter School (identified Year 6 pupils)</p>	<p>Small group tuition (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) has an impact by providing additional support that is targeted at</p>	<p>2,3,4,5</p>



	<p>pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p> <p>Following September Target Setting the identified children will be accessing tutoring outside school hours led by class teachers.</p> <p>Having analysed our cohorts we have identified groups of children in each year groups (priority KS1 pupils and Year 3). Focus: English (reading) and Maths tutoring to narrow the gaps.</p> <p>Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly</p>	
<p>One-to-one RWI phonics and reading fluency tutoring</p>	<p>Targeted phonics interventions have been shown to have a positive impact on pupils, particularly those from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2,3</p>
<p>Online mathematics programmes including: maths programme (intervention) for pupils in receipt of PPG / Mathletics and TT Rock Stars home learning access (across the school)</p>	<p>Digital technology (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital#nav-downloads) can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>4</p>
<p>2 intervention teachers to release class teachers to provide interventions as well as to run small group tuition £ 51, 179 x 2= £ 102, 358</p>	<p>EEF</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our pupils in each year group and identified specific groups</p>	<p>2,3,4,5,6</p>



Handford Hall Primary School 2025/26



	of children to receive in school interventions in small groups.	
<p>In school interventions: pre-teaching, overlearning led by trained class TAs in each class</p> <p>40% TAs funding £</p>	<p>EEF Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Making Effective Use Of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Targeted reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3,4,5,6,7



<p>Free or subsidised enrichment club places to support with improving the wellbeing of target pupils.</p>	<p>Arts and sports participation approaches can have a positive impact on mental health and academic outcomes in other areas of the curriculum.</p> <p>EEF Arts Participation</p> <p>EEF Physical Activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
--	--	--

Total budgeted cost: £ 174, 225

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 2024 to 2025 academic year.

The school continued to effectively plan for and use the pupil premium funding in 2024-25 to improve pupil outcomes at Handford Hall Primary School. The teaching of phonics and early reading continues to be a priority for the school and has been underpinned by high quality training and CPD for teachers throughout the academic year. External reviews of provision ensure that the school is held to account and identified pupils make accelerated progress. Parents and Carers have been ably supported by the school to deliver effective reading support at home with their children.

The school has invested in high quality books to ensure that children are able to practise key skills at home and develop a love of reading.



Handford Hall Primary School 2025/26



The teaching of vocabulary also continues to be a priority. Tier 2 and tier 3 vocabulary have been carefully structured and sequenced across the curriculum and is explicitly taught in all lessons.

Teacher CPD has ensured a robust and consistent approach to the teaching of vocabulary across the school and as a result an increased number of children are able to use high level vocabulary independently in both oral and written work.

External reviews have commented on how articulate the pupils of Handford Hall are and that children are able to verbally reason to present their thinking to others. Early language intervention and support groups have had a significant impact in the early years and key stage one, progress gaps between groups of learners is closing.

The use of the interventions has impacted significantly on children in upper key stage two who have received additional out of hours teaching to address gaps in learning.

The school has continued to place a very high importance on attendance. Pupils and families have been well informed and supported to get their children into school, on time and attendance and late figures have significantly improved.

The school was able to offer a wide range of enrichment club places as well as academic club places to identified pupils from disadvantaged families. The school continues to build and expand its enrichment offer to ensure that all pupils have the cultural capital they need to be successful. Subsidised residential trips, workshops, visits and trips form part of the rich curriculum offer, alongside the use of specialist teachers to support the emotional regulation of some of our more vulnerable pupils.

2024/25 attendance				
Attendance	Present	Auth. absence	Unauth. absence	Persistent absent
All students	95.01%	2.93%	2.06%	15.22%

The whole school attendance excluding multi-lingual pupils with term-time holidays:				
Attendance	Present	Auth. absence	Unauth. absence	Persistent absent
All students	96.85%	2.99%	0.16%	4.08%



Handford Hall Primary School 2025/26



Handford Hall results 2025/26

HH mobility is a significant factor for all statutory results

EYFS results:

EYFS whole cohort 61.9%

HH EYFS pupils

69%

Year 1 Phonics:

Y1 phonics – whole cohort and HH children comparison	Phonics result	PP pupils
Year 1 cohort (47 pupils)	74%	70% (10 pupils)
HH Year 1 children (23) (pupils that were with us in reception)	87%	83% (6 pupils)

Year 4 Multiplication Test:

Multiplication Tables Check	School	National
25 marks out of 25	66%	39%
HH pupils 25 marks out of 25	81%	39%

Year 6 – whole cohort:

Year 6 SATs results	School	National
Reading, Writing and Maths combined - Expected	62%	62%
Reading, Writing and Maths combined – Greater Depth	19%	8%
Reading Expected	66%	75%
Reading Greater Depth	32%	33%
Writing Expected	66%	72%
Writing Greater Depth	26%	13%
Maths Expected	70%	74%
Maths Greater Depth	23%	26%

Year 6 attainment for Handford Hall children (36 pupils out of 55)

SATs results:	Expected for HH children	Greater Depth for HH children
Reading	28 out of 36 = 78% (national 75%)	16 out of 36 = 44% (national 33%)
Writing	27 out of 36 = 75% (national 72%)	13 out of 36 = 36% (national 13%)
Maths	29 out of 36 = 81% (national 74%)	11 out of 36 = 31% (national 26%)
RWM	27 out of 36 = 75% (national 62%)	10 out of 36 = 28% (national 8%)

HH Pupil Premium pupils



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	50	60%	46%	Above (sig+)	68%	-8	Not applicable

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	69%	46%	Above
2022/23	60%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	75%	62%	Above
2022/23	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	69%	58%	Close to average
2022/23	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	88%	59%	Above
2022/23	90%	59%	Above



Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	69%	67%	1 pp
2022/23	60%	66%	-6 pp

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	75%	80%	-5 pp
2022/23	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	69%	78%	-9 pp
2022/23	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	88%	79%	8 pp
2022/23	90%	79%	11 pp

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin Training
Jigsaw PSHE	Jigsaw
Accelerated Reader	Renaissance
Fluency project	Herts for Learning