

Pupil premium strategy statement (2021-2024)

This statement details Hambleton Primary Academy use of Pupil Premium and Recovery Premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hambleton Primary Academy
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	26 (11.8%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 (Complete), July 2023 (Complete), July 2024 (Complete)
Statement authorised by	Holly Wood, Headteacher
Pupil premium lead	Charlotte Blundell, PP Lead
Governor / Trustee lead	All governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,388.75 per quarter £37,555
Recovery premium funding allocation this academic year	£883.75 per quarter £3535.00 £649.69 (NTP) per quarter £2,598.76
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,090.00 (indicative)

Part A: Pupil premium strategy plan

Statement of intent

At Hambleton Primary Academy our curriculum intent states, we have the highest expectations of pupil attainment, teacher performance and parental involvement. We encourage everyone to strive for excellence, to achieve potential, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

At Hambleton Primary Academy we consider and address the challenges faced by vulnerable pupils, such as those who are on Pupil Premium (PP), Looked after Children (CLA) and those identified as requiring Early Help (EH). The activities outlined in this statement intend to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our curriculum intent. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme. At Hambleton NTP has been focused on Year 5 and 6 children. These children have been identified as needing intense support to ensure they are high school ready and attaining at the same level as pre pandemic Year 5 and 6 children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- Ensure disadvantage children are challenged to strive for excellence in order to achieve their potential (Hambleton curriculum intent)
- Ensure high quality interventions are implemented when a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges/Barriers

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

Challenge number	Detail of challenge/barrier
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1	<p>Assessments, observations, and discussions with children indicate our year 5 and 6 children are not high school ready and attainment is below that of previous year 5 and year 6 children.</p>
2	<p>Assessments including Well Comms, observations, and discussions with children, parents and teachers have identified children whose language development is below age expected levels. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</p>
3	<p>Assessments, observations, and discussions with children, teachers and parents have identified gaps in Reading and Writing for individual children including those who are disadvantaged.</p> <p>External research indicates that gaps in learning for 2019/2020 were most prevalent for disadvantaged children</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>Our data 2020-2021 confirms a gap between PP and non-PP in reading and writing.</p>
4	<p>Assessments, observations, and discussions with children, teachers and parents have identified gaps in Mathematical knowledge for individual children including those who are disadvantaged.</p> <p>External research indicates that gap in learning for 2019/2020 were most prevalent for disadvantaged children</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>Our data 2021 confirms a gap between PP and non-PP in maths.</p>
5	<p>On Entry observations identify an issue for many of our children is a lack of resilience and high anxiety levels. These challenges particularly affect vulnerable children including disadvantaged children.</p> <p>Internal observations and assessments at Hambleton Academy have evidenced that providing children with wider opportunities enhances children's self-esteem, confidence and participation in lessons increasing their social and emotional skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>
6	<p>Internal data and observations confirm that our disadvantaged children are not always able to access costed academy wider opportunities, such as resources to enable participation in our academy offer for example the 1:1 ICT device scheme.</p> <p>There is significant external data that confirms children that are disadvantaged have reduced cultural capital opportunities which can impact negatively on children social and emotional skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g Improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>

Intended outcomes and how impact will be measured

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
<p>Our disadvantaged Year 6 children will be high school ready and meeting at least age expected outcomes at the end of this key stage.</p> <p><i>Measure Impact by - Teacher assessment/ Statutory assessment</i></p>	<p>Success criteria 2021/2022</p> <p>Successful transition to high school in September 2022 Key Stage 2 results 75 % of disadvantaged children meet at least expected standards</p> <p>Success criteria 2022/2023</p> <p>KS2 results - 88% of disadvantaged children meet at least expected standards 3-year trend - 100% successfully transitioning to high school</p> <p>Success criteria 2023/2024</p> <p>KS 2 results - 100% of disadvantaged children meet at least expected standards 100% successfully transitioning to high school</p>
<p>Improved standards in speech and language among disadvantaged children</p> <p><i>Measure Impact by – SALT assessments and reports/ Well Comms scores</i></p>	<p>Success criteria 2021/2022</p> <p>Well-Comm assessments and observations evidence at least good progress towards age expected standards for all identified children.</p> <p>Success criteria 2022/2023</p> <p>Well-Comm assessments and observations evidence at least good progress towards age expected standards for all identified children.</p> <p>Success criteria 2023/2024</p> <p>Well-Comm assessments and observations evidence at least good progress towards age expected standards for all identified children.</p>
<p>Improved progress in reading and writing attainment among disadvantaged children</p> <p><i>Measure Impact by - Teacher assessment/ Statutory assessment</i></p>	<p>Success criteria 2021/2022</p> <p>Year group assessments and observations will confirm the majority of disadvantaged children meet at least the expected standards for reading and writing</p> <p>Success criteria 2022/2023</p> <p>KS2 reading and writing results - 88% of disadvantaged children meet at least expected standards</p> <p>Success criteria 2023/2024</p> <p>Whole school data show that 79% of PP children are at least expected level in reading, 78% in Writing and 65% in Spag All PP children (100%) in 2024 in Year 6 were expected level or better in Reading, Writing and SPAG</p>
<p>Improved progress in maths attainment among disadvantaged children</p>	<p>Success criteria 2021/2022</p>

<p><i>Measure Impact by - Teacher assessment/ Statutory assessment</i></p>	<p>Year group assessments and observations confirm the majority of disadvantaged children meet at least the expected standards for maths</p> <p>Success criteria 2022/2023</p> <p>KS2 maths results - 88% of disadvantaged children meet at least expected standards</p> <p>Success criteria 2023/2024</p> <p>Whole school data show that 83% of PP children are at the expected level or above in Maths</p> <p>100% of Year 6 PP children are at expected level for maths in the Year 6 statutory assessments</p>
<p>Achieve and sustain improved levels of resilience and reduced anxiety levels leading to increased social and emotional skills, particularly for our disadvantaged children</p> <p><i>Measure Impact by – Behaviour in and around school, discussions with parents, discussions with pupils, discussions with counsellor, entries on our school emotional and social notes</i></p>	<p>Levels of resilience are observed to increase for disadvantaged children.</p> <p>Levels of anxiety are observed to reduce year on year from 2021/22 to 2023/24 for disadvantaged children.</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> ● Observations of the children ● Pupil voice ● Teacher and parent observations and discussions ● Successful transition into next Key Stage from EYFS to KS1, KS1 to KS2 and KS2 to high school.
<p>Sustained involvement in costed wider academy opportunities, particularly for our disadvantaged children leading to increased social and emotional skills.</p> <p><i>Measure Impact by – Records/registers of school clubs/music tuition/school trips, Pupil voice</i></p>	<p>100% of disadvantaged children access a range of wider academy opportunities, over a 3-year period.</p> <p>All PP children are monitored and tracked in terms of what clubs they go to in school and out of school and also which PP children play a musical instrument</p>

Activity in this academic year (2023/2024)

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: **£ 2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for 1:1 tutor as part of NTP programme	EEF research identifies as the size of a class gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase improving outcomes for children. We have analysed our year 5 and 6 children and identified they are not high school ready, and attainment is below that of previous 5 and 6 children therefore having an additional adult to support the children in the year groups will increase the ratio of adult to child support.	1
Training for staff to ensure interventions and strategies are in place eg training in Word Aware, Colourful Semantics	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Whole school provision for social and emotional learning will be enhanced by releasing staff to access training - Supporting the Social and Emotional Needs of Children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 2

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

Budgeted cost: **£21,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led tutoring (NTP) for Year 5 and 6 children, including disadvantaged children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
'Communicate Intervention' led by Speech and language therapist and assistant 1 day per week. Interventions across the week led by TAs focus on Reception and KS1 and those in KS2 with significant need.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 5
1:1 and small group interventions for identified needs in reading and writing	Tuition targeted at specific needs and knowledge gaps in reading and writing can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in reading and writing. IDL spelling and reading programmes will form part of these interventions.	2, 1, 4, 5
1:1 or small group interventions for identified needs in mathematics.	Tuition targeted at specific needs and knowledge gaps in mathematical knowledge can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teacher will identify gaps in learning for individuals and explain to TAs how to teach a small group or 1:1 to address specific needs and knowledge gaps in maths.	1, 4, 5

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

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed social and emotional learning across the curriculum and Provide Trinity counselling service for identified children</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Teachers will provide social and emotional learning opportunities across the curriculum. Children requiring additional support will receive counselling from our school counsellor (bought in from Trinity). P/P champion will meet all P/P children termly for wellbeing check-up.</p>	<p>5, 2, 6</p>
<p>Provide money / resources for wider academy opportunities, particularly for our disadvantaged children leading to increased social and emotional skills.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. Improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Internal observations and assessments at Hambleton Academy have evidenced that providing children with wider opportunities enhances children’s self-esteem, confidence and participation in lessons enabling the children to increase their social and emotional skills. Examples of how the money will be used include purchasing 1:1 I pads paying to ensure children can participate in extra-curricular activities, including provision of kit and fees.</p>	<p>6, 5</p>

Total budgeted cost: £ 2,000 + £21,090+ £18,000 = **£41,090**

Part B: Review of outcomes in the previous academic year (2023/2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on children in the 2023 to 2024 academic year, the end of our previous strategy.

Our whole school internal assessments data for core subjects for 2024/24 demonstrated:

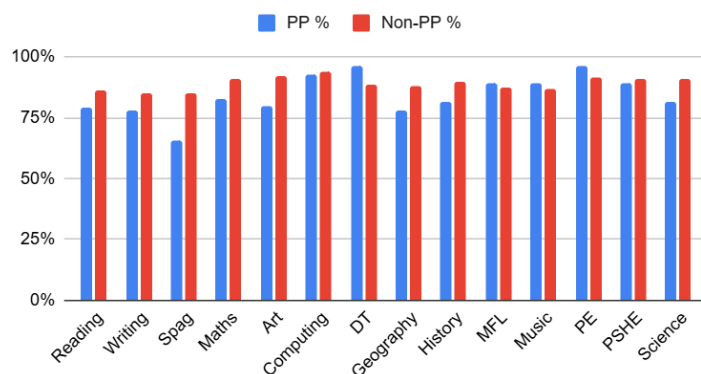
- 79% of Pupil Premium children were working at expected or above in Reading.
- 78% of Pupil Premium children were working at expected or above in Writing.
- 65% of Pupil Premium children were working at expected or above in Spag
- 83% of Pupil Premium children were working at expected or above in Maths.
- External Well Comm assessment data demonstrates a positive impact on children’s age-appropriate language development.

It should also be noted that Year 6 Pupil Premium children achieved **100%** age expected or above in Reading, Writing, SPAG and Maths in their 2024 statutory assessments. The progress, these children have made from Year 2 to Year 6, is also exceptionally high in most areas (see below)

Year 6 (SATs)	RWM Year 2	RWM Year 6	Progress (0 expected)
Child A	103, 103, 103, 103	107, 103, 112, 103	4, 0, 9, 0 (13)
Child B	113, 113, 103, 113	114, 113, 118, 106	1, 0, 15, -7 (9)
Child C	103, 103, 103, 103	116, 103, 112, 107	13, 0, 9, 4 (26)
Child D	103, 103, 103, 103	113, 103, 105, 107	10, 0, 2, 4 (16)
Child E	103, 103, 113, 103	111, 103, 113, 103	8, 0, 0, 0 (8)

These figures are well above national average for Pupil Premium children. The gap between Pupil Premium and non-Pupil Premium from 2022/2023 to 2023/2024 has reduced considerably.

PP vs Non-PP



Whole School Data June 2024 (DC3)

Our assessments and observations confirmed that pupil behaviour including those of disadvantaged children continued to be judged as outstanding. ‘Behaviour was good throughout the day and attitudes to learning was very good’ was quoted in our most recent Quality assurance visit.

For the vast majority of children, including disadvantaged children, high levels of pastoral support meant children’s well-being and mental health were supported to return to pre covid levels. For those children who required additional pastoral support to support their wellbeing and mental health, during the academic year 2023/24, a counselling service was provided. The service included blocks of 1:1 counselling for identified children including disadvantaged children and drop-in sessions for any children experiencing poor wellbeing and mental health. The impact of these sessions have equipped children with self regulation strategies to use at home and at school, an improvement in behaviour and children to have the tools to speak out about their emotions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL	Ascentis
Counselling service	Trinity Hospice
Communicate Intervention	Local Speech Therapists

Additional activity

Further information