

# Pupil premium strategy statement (2024-2027)

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	216
Proportion (%) of pupil premium eligible pupils	27 (12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
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	£ 11,700 per quarter £ 47,000 Total
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£ 47,000 (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 that not all of our Year 5 and Year 6 children are high school ready. Although our attainment gap between our Pupil Premium and non Pupil Premium children is reducing year on year, we still feel there is still scope to close the gap even further.</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. Communication and Language is the largest area of need of our children with SEN.</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>Nationally in 2024, in Reading, writing and maths (combined), 45% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils.</p> <p>3% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 10% of other pupils met the higher standard. Both of these figures are unchanged since 2023</p> <p>Our whole school data 2023-2024 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>Nationally in 2024, in Reading, writing and maths (combined), 45% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils.</p> <p>3% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 10% of other pupils met the higher standard. Both of these figures are unchanged since 2023</p> <p>Our whole school data 2023-2024 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>
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## 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>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>Improved progress in reading and writing attainment among disadvantaged children</p> <p><i>Measure Impact by - Teacher assessment/ Statutory assessment</i></p>	
<p>Improved progress in maths attainment among disadvantaged children</p> <p><i>Measure Impact by - Teacher assessment/ Statutory assessment</i></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</i></p>	

<p><i>counsellor, entries on our school emotional and social notes</i></p>	
<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>	

## Activity in this academic year (2024/2025)

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 4000**

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 always high school ready, and there is still scope to close the gap between PP and non PP children	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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 2

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

Budgeted cost: **£ 23,000**

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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> 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: £20,000

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)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>            Teachers will provide social and emotional learning opportunities across the curriculum. Children requiring additional support will receive counselling from our school counsellor. 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)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>            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:** £4,000 + £20,000 + £23,000 = **£47,000**

## Part B: Review of outcomes in the previous academic year (2024/2025)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on children in the 2024 to 2025 academic year, the end of our previous strategy.

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### 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

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). We have trained two members of staff to support our children wellbeing and mental health and allocate time for this important work.
- Planning a curriculum that develops the following drivers: reliance and teamwork, diversity, community and environment.

#### Planning, implementation, and evaluation

- In planning our new pupil premium strategy, we evaluated why our disadvantaged children may not succeed as well as their peers and what could be done to address these challenges.
- We triangulated evidence from multiple sources of data internal and external including EEF evidence.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for our children.