

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Hamilton Academy
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Yvonne Glaister
Pupil premium lead	Cathy Lewis
Governor / Trustee lead	Jayne Gaffeny

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,095
Recovery premium funding allocation this academic year	£2,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,930

# 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 the 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.

Common barriers to learning for disadvantaged children, can be less support at home, less developed language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues and mobility. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

As Pupil Premium leads, we created a vision that we would like our Pupil Premium families to achieve: Our school is dedicated to support the development of the whole child. Our vision for the whole child is to ensure that pupils leave our school with great ambition and able to achieve their highest potential wherever they are.

We have the highest expectations for all pupils. We believe that by providing opportunities to build resilience and encouraging all children to take risks, we instil a growth mind set. Through our ‘magic’ curriculum our pupils will develop into brave, confident young people.

Our children challenge misconceptions and grow from misunderstandings. There are no limits to what our children can achieve.

We are a school who pride ourselves on the relationships we build every day. Both within school and the community. As staff we are a committed team. Together we are champions.

Our key objectives are:

- ✓ For all disadvantaged pupils in school to meet or exceed nationally expected attainment.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged pupils to attend school in line with national comparisons.

We aim to

- Champion the needs of each Pupil Premium child by going above and beyond for every Pupil Premium child

- Instill in pupils self-belief, self-confidence, resilience and the power to be anyone and go anywhere in life
- Know every Pupil Premium child in depth
- Continually develop our approaches in supporting all Pupil Premium children and families
- Ensure that the wider curriculum meets the needs of all pupils
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for those pupils who also belong to other vulnerable groups
- When 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.

Achieving these objectives

- Ensuring all teaching is good or better
- To allocate a 'Recovery Premium Funding' to provide 1:1 interventions
- Additional teaching and learning opportunities through the National Tutoring Programme
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional learning support
- Support payment for extra-curricular activities to enhance their cultural capital
- Behaviour support through our whole school ethos

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PP are often not emotionally or physically ready to learn.
2	Communication and language skills on entry to school are often lower for pupils who are eligible for PP.

3	Phonics skills on entry to school are often lower for pupils who are eligible for PP.
4	Key skills (reading, writing and maths) on entry to school are often lower for pupils who are eligible for PP.
5	Parental engagement with education/ school links (educational ability/ value of education/ own experience of education).
6	Attendance and punctuality.
7	Deprivation/ parental access to educational resources.
8	Transient community (high mobility including pupils joining mid-year).

## 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
Accelerated progress in prime areas of learning	Achieve or exceed national attainment for GLD
Accelerated progress in phonics	Achieve or exceed national attainment for Year 1 phonics screens
Accelerated progress in reading	Achieve or exceed national attainment for GLD and at the end of KS1
Accelerated progress in writing	Achieve or exceed national attainment for GLD and at the end of KS1
Accelerated progress in maths	Achieve or exceed national attainment for GLD and at the end of KS1
Improved attendance	Attendance of disadvantaged pupils is above 96%
Improved family relationships	Pupil premium children and families engage in all aspects of learning and the wider school community
All children to follow the 'HA' ethos	All children show 'above and beyond' behaviours

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary to be taught specifically ensuring that PP children acquire a wide range of vocabulary enabling them to communicate effectively. Taught vocabulary to be added to working walls.</p>	<p>Improving Literacy in KS1 (EEF) states: Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/ hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p>	<p>2, 4</p>
<p>Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all PP children and ensures they develop the knowledge and</p>	<p>EEF +4 months Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the</p>	<p>2, 4</p>

skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring.	activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	
Before starting a new academic year, all staff will be given two 1:1 workshop sessions with PP Lead to take part in ‘transition’ meetings – as part of these meetings, staff will focus on the specific needs for each PP child and their families. As part of the ‘meet and greet’ sessions – links with families will be made – making lots of ‘little’ conversations – which lead to a ‘big picture’ for those children	EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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 the top priority for Pupil Premium spending.	1, 2, 3, 4, 5, 6, 7, 8
CPD opportunities to include:  RWI coaching from Reading Leads, English Leads and RWI development days will support all RWI teachers in their continuous development of RWI teaching.  ELT/SLT will meet with Paul Dix to continually develop behaviour policy and approach.  EYFS will attend Stoke Speaks Out training	EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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 the top priority for Pupil Premium spending.	1, 2, 3, 4

<p>and utilize opportunities for working with SALTs which will then be shared more widely across the MAT.</p> <p>Forest School leaders will continue to develop their skills through the OWL CPD group and observing each other.</p>		
<p>Forest School sessions to take place for all children</p>	<p>Although EEF research on outdoor learning does not yet communicate impact in months yet, this is due to a limited evidence base. The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	

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

Budgeted cost: £50,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Read Write Inc interventions for all pupils requiring this</p>	<p>1:1 tuition: EEF +6 months (in primary schools)</p> <p>Low attaining pupils gain the most from 1:1 tuition, particularly where this is through regular short sessions.</p> <p>In Ofsted's Reading by Six (2010) 7/12 highest performing schools taught RWI.</p>	<p>1, 3, 4</p>

	<p>Ruth Miskin has published several examples whereby the pass rate of the phonics screen is vastly increased through the teaching of RWI.</p> <p>A combination of the above research indicates that teaching children RWI as an approach to systematic synthetic phonics and implementing regular 1:1 interventions where children are not attaining or not making the desired progress will help boost phonics.</p>	
<p>Nuffield and Early Talk Boost interventions for all pupils in EYFS who require this</p>	<p>Nuffield: EEF +4months</p> <p>Early Talk Boost: I Can research shows that</p> <ul style="list-style-type: none"> <li>• 65% of children reached expected levels in attention and listening (compared to 19% before)</li> <li>• 72% of children reached expected levels in understanding words and sentences (compared to 28% before)</li> <li>• 62% of children reached expected levels in their speaking skills (compared to 20% before)</li> </ul> <p>Reception and Nursery baseline data shows that on entry, there is a need to boost communication skills.</p>	<p>1, 2, 3, 4</p>
<p>Phonics/ reading booster clubs</p>	<p>Small group tuition</p> <p>EEF: +4 months</p> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p> <p>Frequent sessions that continue for 10 weeks shows the most impact.</p>	<p>1, 3, 4</p>
<p>Staff to read with children with limited home reading</p>	<p>The DfE's 2012 research in to reading for pleasure indicates a growing body of evidence that suggests regular reading has a</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>



engagement weekly as minimum	correlation with attainment as well as enjoyment. Where children are not given this opportunity at home it is vital that we provide them with the time and support to do so in school.	
National Tutoring Programme	EEF +4 months	1, 2, 3, 4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium to attend at least one extra curricular club	EEF Children's University Project 2+ months The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra curricular clubs in schools. It found that 'Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.'  We aim to provide children with access to opportunities and experiences through a broad range of extra curricular activities.	1, 2, 3, 4, 5, 6, 7
Forest School provision for children and families	The EEF Toolkit identifies that Outdoor adventure learning approaches vary widely. A potential mechanism for impacting pupil outcomes might be through the development of non-cognitive skills such as resilience, self-	1, 2, 5, 6, 7

	<p>confidence and motivation. When implementing outdoor adventure learning schools might consider including:</p> <ul style="list-style-type: none"> <li>✓ Activities that challenge pupils physically (and emotionally).</li> <li>✓ Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions.</li> <li>✓ Support for pupils to overcome challenges and experience success.</li> <li>✓ Building on the relationship between adult and pupils</li> </ul> <p>Moreover, Waite (2016) found that ‘teaching and learning in natural environments offers one way to overcome barriers to attainment and social inequalities’.</p> <p>Steven Moss (for National Trust), in his report Natural Childhood (2012), found that children are not accessing the natural environment and are spending an increasing amount of time on electronic devices.</p> <p>If we apply these principals to both working with children and families we will be able to build stronger relationships and support them to overcome challenges and learn and develop new skills. This is especially true following lockdowns where children have been utilising electronic devices more.</p>	
<p>Staff to use every opportunity to make links with families – using positive discussions and affirmations, building in time every day to make these links</p>	<p>EEF +4 months</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>✓ general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>✓ the involvement of parents in their children’s learning activities; and</li> </ul>	<p>5, 6, 7, 8</p>

	<ul style="list-style-type: none"> <li>✓ more intensive programmes for families in crisis.</li> </ul>	
<p>Staff to champion all PP children to ensure they attend school daily. Year 2 Attendance Champions to play an active role in promoting attendance</p>	<p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>✓ Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>✓ Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <ul style="list-style-type: none"> <li>✓ Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</li> <li>✓ 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</li> </ul>	5, 6, 8

	<p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the <a href="#">National Strategies</a> (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"><li>✓ The links between attendance and achievement are strong</li><li>✓ Pupils with persistent absence are less likely to attain at school.</li></ul>	
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**Total budgeted cost: £70,930**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold our school to account however our Year 2 pupils did undertake the Phonic Screen Assessments in December 2020. Improved outcomes were evident with a rise in a pass rate of 75% compared to 61% in June 2019.

### Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Power Maths	Pearson
Focus	Clive Davies

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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