

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	106
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it was reviewed	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Yvonne Glaister
Pupil premium lead	Cathy Willis
Governor / Trustee lead	Paul Atkins (Chair of Trustees)

Funding overview

Detail	Amount 2021	Amount 2022	Amount 2023
Pupil premium funding allocation this academic year	£52,095	£54,050	£53,835
Recovery premium funding allocation this academic year	£1,955	£4,930	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£54,050	£58,980	£59,780

Part A: Pupil premium strategy plan

Statement of intent

At Hamilton Academy our intentions are that **all** children achieve, irrespective of their backgrounds or the challenges they may face. We have adopted a whole school approach which means that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can 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 go.

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.

The challenges that our vulnerable children face are varied and complex. We will continually reflect upon our support, strategies and approach to ensure that we are meeting the ever changing needs of the children and families in our school community. Our approach is responsive to individual needs and not made using assumptions about the impact of disadvantage. We utilise current research, including that carried out by the EEF, in conjunction with considering the context of our school to ensure that we are utilising funding effectively. Our Pupil Premium strategy is inclusive of those children who may not be identified as qualifying for FSM but may face significant challenges. Disadvantage goes beyond the Pupil Premium label.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

At Hamilton Academy our key aims are to

- Champion the needs of each child as individuals by going above and beyond for every child

- Instill in pupils self-belief, self-confidence, resilience and the power to be anyone and go anywhere in life
- Know every child in depth
- Continually develop our approaches in supporting all disadvantaged 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

Challenges

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

Challenge number	Detail of challenge
1	<u>Communication and Language</u> Assessment shows that communication and language skills on entry to school are often lower for disadvantaged pupils. Vocabulary knowledge often has gaps or is limited. For our pupils this often leads to frustrations and presents through behaviour as communication. Limited vocabulary also impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
2	<u>Phonics</u> Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<u>Key skills</u> (reading, writing and maths) Assessments show that on entry to school, key skills are often lower for disadvantaged pupils. Children must therefore make accelerated progress in order to attain in line with their peers. Assessment over time shows that attainment is below that of non-disadvantaged pupils. This is also true in the achieving of greater depth.
4	<u>Family Support</u> Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support. Children impacted by this often do not arrive at school emotionally or physically ready to engage in learning. Families often need additional support with engagement in school life. Economic disadvantage means that families often have a lack of access to educational resources.
5	<u>Attendance and Punctuality</u>

	Our attendance and punctuality data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. Additionally, a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. There is a range of factors that cause lower attendance. This has a negative impact on their social and emotional development as well as academic progress.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary, particularly among disadvantaged pupils.	Communication and Language ELG data at the end of Reception for disadvantaged pupils is in line or exceeding national. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Accelerated progress in phonics.	Phonics Screen data for disadvantaged pupils is in line or exceeding national
Accelerated progress in reading, writing and maths.	GLD data and end of KS1 data for disadvantages pupils is in line or exceeding national
To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no higher than 12%.
Children and families receive high-quality pastoral support.	Children and families who require additional support, report that they have received timely and high-quality pastoral support. This will be demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • an increase in participation in homework activities (including reading), particularly among disadvantaged pupils • qualitative data and parents voice shows increased empowerment and ability to support their children • Standardised testing, including Boxall profiles, show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.
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: £ 7280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary to be taught specifically ensuring that disadvantaged children acquire a wide range of vocabulary enabling them to communicate effectively. Taught vocabulary to be added to working walls.	<p>Improving Literacy in KS1 (EEF) states:</p> <p>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>	1, 3
Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all disadvantaged children and ensures they develop the	<p>EEF +4 months</p> <p>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</p>	1, 2, 3, 4

knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring.	terms of the 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 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
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.	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

<p>EYFS will attend Stoke Speaks Out training 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>	<p>1, 4</p>

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

Budgeted cost: £ 50,000

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>1, 2, 3</p>

	<p>In Ofsted's Reading by Six (2010) 7/12 highest performing schools taught RWI.</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>	
Nuffield and Early Talk Boost interventions for all pupils in EYFS who require this	<p>Nuffield: EEF +4months</p> <p>Early Talk Boost: I Can research shows that</p> <ul style="list-style-type: none"> • 65% of children reached expected levels in attention and listening (compared to 19% before) • 72% of children reached expected levels in understanding words and sentences (compared to 28% before) • 62% of children reached expected levels in their speaking skills (compared to 20% before) <p>Reception and Nursery baseline data shows that on entry, there is a need to boost communication skills.</p>	1, 2, 3, 4
Phonics/ reading booster clubs	<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>	1, 2, 3

Staff to read with children with limited home reading engagement weekly as minimum	<p>The DfE's 2012 research in to reading for pleasure indicates a growing body of evidence that suggests regular reading has a correlation with attainment as well as enjoyment.</p> <p>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.</p>	1, 2, 3, 4
National Tutoring Programme	EEF +4 months	1, 2, 3, 4

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium to attend at least one extra curricular club	<p>EEF Children's University Project 2+ months</p> <p>The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra curriculuar clubs in schools. It found that</p> <p>'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.'</p> <p>We aim to provide children with access to opportunities and experiences through a broad range of extra curricular activities.</p>	3, 4, 5

Forest School provision for children and families	<p>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-confidence and motivation. When implementing outdoor adventure learning schools might consider including:</p> <ul style="list-style-type: none"> ✓ Activities that challenge pupils physically (and emotionally). ✓ Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions. ✓ Support for pupils to overcome challenges and experience success. ✓ Building on the relationship between adult and pupils <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>	1, 3, 4, 5
Staff to use every opportunity to make links with families – using positive	<p>EEF +4 months</p> <p>Parental engagement refers to teachers and schools involving</p>	4, 5

discussions and affirmations, building in time every day to make these links	<p>parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ✓ general approaches which encourage parents to support their children with, for example reading or homework; ✓ the involvement of parents in their children's learning activities; and ✓ more intensive programmes for families in crisis. 	
Staff to champion all disadvantaged children to ensure they attend school daily. Year 2 Attendance Champions to play an active role in promoting attendance	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> ✓ Pupils with no absence 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 ✓ Pupils with no absence 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 <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> ✓ Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English 	4, 5

	<p>✓ 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p> <p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> ✓ The links between attendance and achievement are strong ✓ Pupils with persistent absence are less likely to attain at school. 	
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Total budgeted cost: £ 59,780

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.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

GLD

GLD: 65% of pupils achieved GLD. This is in line with national 2022. Girls (72%) are outperforming boys (54%) by 18%. This is due to 1 boy having an EHCP and another boys EHCP is in process. PP data at 42% is slightly lower than National 2022, SEN data at 29% is above national 2022 and EAL data at 50% is lower than national.

Data shows that Writing and Word Reading need to continue to be particular focus areas going forward. We continue to invest in RWI coaching to ensure that all staff members are highly skilled in delivering RWI sessions and interventions. English leads and Curriculum leads have supported Reception teachers in their planning and delivery of writing lessons to ensure skills are taught and embedded through the use of high quality texts.

Phonics Screens

75% of the PP Year 2 children who retook the Phonics Screen passed.

End of KS1

Reading: 78% of children are achieving EXS (11% above national 2022 data), with 15% achieving GDS (3% below national 2022 (18.2% national)). Girls (86%), PP (70%) and SEND (63%) are all above national 2019 data. Boys (67%) and EAL (50%) are below national 2019 data by 3% for boys and 22% EAL. School target pupil numbers for EXS are met, except for EAL as one further child was targeted for EXS and did not achieve. GDS is below target by 3 children.

Writing: 75% of children are achieving EXS (17% above national 2022 data), with 8% achieving GDS (in line with national 2022 (8.1% national)). Girls (86%), PP (70%) and SEND (38%) are all above national 2019 data. Boys (61%) and EAL (50%) are below national 2019 data by 2% for boys and 18% EAL. School target pupil numbers for EXS are met. GDS is below target by 4 children.

Maths: 78% of children are achieving EXS (10% above national 2022 data), with 20% achieving GDS (5% above national 2022 (15.3% national)). Girls (77%), Boys (78%), PP (70%), EAL (75%) and SEND (50%) are all in line with or above national 2019 data. School target pupil numbers for EXS were not met by 1 girl and 1 EAL child. GDS is below target by 1 child.

Attendance and Punctuality

Despite current strategies, attendance and punctuality of disadvantaged pupils continues to be a concern. Pupil Premium attendance for the academic year 21-22 was lower than non-PP. Persistent absentees within the PP group have increased over the year.

In response to this and through utilising new government guidance, we are continuously evolving our strategy to support attendance. We are embedding our whole school approach to championing children and families in order to support good attendance and punctuality. We will continue to work with families and external agencies to ensure that we are supporting all disadvantaged children to have good attendance.

Due to funding we no longer have access to OA funded Stoke Speaks Out support and training. As a MAT we have accessed a high level of this throughout the project and as such have a wealth of internal knowledge. As part of our strategy this year we will ensure that this knowledge is shared across all staff, especially new staff, to support the early identification of speech and language needs as well as the high quality teaching of communication and language.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

GLD

GLD: 67% of pupils have achieved GLD which is in line with national 2023 data. Overall attainment in the 17 areas of learning is pleasing however; there are many children who have specific gaps in learning. Areas of target: SEND for L&A, Boys and EAL for Speaking, Boys and EAL for Literacy, Boys and EAL for Maths and Writing.

Data shows that Writing and Word Reading need to continue to be particular focus areas going forward. We continue to invest in RWI coaching to ensure that all staff members are highly skilled in delivering RWI sessions and interventions. English leads and Curriculum leads have supported Reception teachers in their planning and delivery of writing lessons to ensure skills are taught and embedded through the use of high quality texts.

Phonics Screens

80% of Year 1 pupils passed their phonics screen (1% above national 2023 data). Progress for PP and SEND pupils is pleasing, with 86% PP pupils passing and 71% SEND pupils passing the phonics screen. 67% of EAL pupils passed the phonics screen, which remains 9% below National 2023 data.

End of KS1

Reading: 64% of pupils achieved age related expectations which is in line with national 2023 data at 68%. Data excluding new arrivals is 68%. Girls (65%) achieved below national 2023 by 7%, boys achieved below national 2023 by 8% and EAL pupils (30%)

achieved significantly below national 2023 by 35%. PP (43%) also below national 2023 by 4%. SEND (27%) pupils achieved broadly in line with national 2023.

Writing: 62% of children achieved age related expectations. Data excluding new arrivals is 66%. Girls (61%) achieved below National 2023 by 5%, PP (36%) achieved below National 2023 by 8%, EAL (40%) achieved below National 2023 by 18%. Boys (64%) and SEND (33%) are all above national 2023.

Maths: 69% of children achieved age related expectations. Data excluding new arrivals is 73%. 50% of PP children achieved EXS, which is below national 2023 by 6%. Girls (74%) and SEND (40%) are in line with or above national 2023. EAL (40%), due to new arrival children, is significantly below National 2022 by 29%. Boys (64%) achieved below national 2023 by 6%.

Data shows that boys, EAL, SEND and PP pupils must be a target moving forwards. We are aware that PP pupils are a priority. This is a SIP priority with a particular focus on writing and spelling.

Attendance and Punctuality

Despite current strategies, attendance and punctuality of disadvantaged pupils continues to be a concern. Pupil Premium attendance for the academic year 22-23 was lower than non-PP. We are embedding our whole school approach to championing children and families in order to support good attendance and punctuality. We have also adhered to the new guidance; Working Together to Improve School Attendance: Guidance for maintained schools, academies, independent schools and local authorities. We will continue to work with families and external agencies to ensure that we are supporting all disadvantaged children to have good attendance.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Power Maths	Pearson
Focus	Clive Davies
Charanga	Charanga Ltd
3D PSHE	Dimensions Curriculum
Kapow	Kapow Primary
Power of PE	Craig Sigley
National Centre for Computing Education	DfE
Barefoot	CAS
RE Today: Stoke Agreed Syllabus	RE Today

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Two pupils at Hamilton Academy receive service pupil premium funding. Their allocation was spent through academic interventions such as interventions in reading and phonics, maths interventions and writing interventions.
What was the impact of that spending on service pupil premium eligible pupils?	The impact was seen through raised attainment data and progress in learning.

Further information (optional)