

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	Hamstreet Primary Academy
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	20/12/2021
Date on which it will be reviewed	15/07/2022
Statement authorised by	Helen Glancy
Pupil premium lead	Emma Stammers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,525
Recovery premium funding allocation this academic year	£ 6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 67,050

Part A: Pupil premium strategy plan

Statement of intent

ACE Learning are totally committed to improving life chances for potentially vulnerable children. At ACE Learning we believe that it is vitally important that everyone feels safe and happy across the school communities. We aim to provide an environment in which children are secure and confident; irrespective of race, gender and religion, with Equal Opportunities for all. We have very clear aims at ACE Learning that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally, whether this be through academic support or support in tackling the non-academic barriers such as resilience and stamina. At ACE Learning this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

When making decisions about using Pupil Premium Funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Pupil Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The current strategy plan is broken down into three sections; Teaching, Targeted Academic Support and Wider Opportunities. By looking at the Pupil Premium spending through these three key areas we hope to achieve these outcomes:

- Accelerate progress to improve attainment.
- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.
- Improve and promote active and positive learning behaviours and attitudes.
- Create a greater focus on oracy and effective communication.
- Improve and sustain the attendance and punctuality of disadvantaged children across the school.
- Improve engagement and create successful working partnerships with families.
- Improve pupil self-esteem, confidence and resilience.
- Provide a broad range of life and learning experiences both in and outside of classroom.

By following the Key Principles below we can maximise the impact of our Pupil Premium Spending:

- **Building Belief**
 - *Creating a culture where staff believe in ALL pupils and there are no excuses made for underperformance.*
- **Identifying Pupils**
 - *ALL staff are aware of who the Pupil Premium children are and underachievement is targeted at all levels.*
 - *Individual needs are considered carefully and support is adapted accordingly.*
- **Analysing Data**
 - *Staff are fully aware of the strengths and weaknesses across the school.*
 - *Provision for Pupil Premium children is carefully monitored to ensure that it is having a positive impact on pupils' attainment and well-being.*

- **Improving Teaching**
 - Supporting teacher with good quality CPD and support from our Leaders.
 - Continually striving for excellence through high expectations and consistent practice.
- **Targeted Support**
 - Identifying pupils requiring additional support and recognising and building on children's strengths to boost confidence.
 - Individualising support and identifying barriers to learning.
 - Providing earlier intervention.
- **Monitoring and Evaluation**
 - Using a wide range of data to assess impact of provision.
 - Ensuring Pupil Premium children are a focus in Pupil Progress Meetings.
 - Having a designated Pupil Premium Lead to maintain an overview of actions, impact and spending.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Limited vocabulary
3	Low levels of resilience and stamina in learning tasks
4	Difficulty with social and emotional aspects of learning and self-regulation
5	Lack of school readiness
6	Attainment and progress of Disadvantaged Pupils is below National Average
7	Insecure application of phonics in Key Stage 1
8	Limited skills with inference and retrieval in reading in Key Stage 2
9	Lack of ability to reason effectively in mathematics
10	Lack of wider experiences
11	Poor attendance, including punctuation
12	Low levels of academic proficiency and confidence in parents
13	Lack of focus and confidence due to poor mental health and wellbeing

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
<ul style="list-style-type: none"> • To secure Quality First Teaching for all Pupil Premium pupils. • Pupil Premium pupils are identified in each class and discussed at Pupil Progress Meetings. • Phase Leaders and teachers are aware of progress and attainment of Pupil Premium pupils. • Pupil Premium pupils with poor language receive targeted intervention to accelerate progress. 	<ul style="list-style-type: none"> ○ Combined reading, writing and mathematics outcomes of Pupil Premium pupils for 2022 are above the floor standard and in line with year group targets.
<ul style="list-style-type: none"> • Target setting reflects children's prior attainment as well as GLD in EYFS and KS1 results. • Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. • Targeted support for all year groups is effective. 	<ul style="list-style-type: none"> ○ The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5%. ○ Pupil Premium pupils' attainment is in line with national 'other'. ○ All Pupil Premium pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth in KS2.
<ul style="list-style-type: none"> • Enrichment experiences are planned into the curriculum and support for disadvantaged pupils is offered. • Classroom coverage of the curriculum reflects the intent to increase cultural capital. 	<ul style="list-style-type: none"> ○ Percentage of Pupil Premium pupils participating in wider curricular opportunities is increased and maintained. ○ Book looks show that children are using language and vocabulary across the curriculum.
<ul style="list-style-type: none"> • Continue establishing good attitudes to attendance and punctuality from EYFS. 	<ul style="list-style-type: none"> ○ Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 95%.
<ul style="list-style-type: none"> • Disadvantaged children to access catch up support to reduce the learning gaps created from school closures. 	<ul style="list-style-type: none"> ○ Accelerated progress for children in receipt of interventions and other targeted support. ○ The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5%. ○ Pupil Premium pupils' attainment is in line with national 'other'.

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: £ 270

Activity	Evidence that supports this approach	Challenge number(s) addressed

Feedback marking	The Educational Endowment Foundation (EEF) states that Feedback has a very high impact on attainment outcomes for very low cost based on extensive evidence. <i>EEF Teaching and Learning Toolkit – Feedback - + 6 months</i>	6
Metacognitive learning and self-regulation	The EEF states that the potential impact of metacognition and self-regulation approaches is high. <i>EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation - + 7 months</i>	3, 4, 5, 13
Make full use of the woodland outside area to develop pupil experience, opportunity and wellbeing	Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. <i>Murry and O'Brien – Forest School and its impacts on young children: Case studies in Britain – 2005</i>	1, 10
Staff CPD	For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. <i>DfE – Supporting the Attainment of Disadvantaged Pupils – November 2015</i>	6

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

Budgeted cost: £ 28,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to identified pupils, in KS2, to reach the expected standard and maintain expected or better progress across reading writing and maths	Research shows that small group tuition led by a trained teacher or TA with two to five pupils has a positive effect on attainment. Greater feedback, more sustained engagement and work which is matched to the learners needs explains the positive impact. <i>EEF Teaching and Learning Toolkit – Small Group Tuition - + 4 months</i>	6, 8, 9
Develop reading comprehension progress through 1:1 reading sessions	Evidence from the EEF shows that the average impact of reading comprehension strategies is an additional 6 months progress over the course of a year. This is particularly true for the lower attaining pupils who benefit in particular from the explicit teaching of strategies to comprehend text. <i>EEF Teaching and Learning Toolkit – Reading Comprehension Strategies - + 6 months</i>	6, 7, 8
Individual and	Targeted interventions for behaviour have a positive impact on attainment by	3, 4, 13

small group support for pupils from FLO to support improved behaviours for learning	reducing the over disruption and providing tailored support where needed. Approaches with the highest impact focus on self-management or role play and rehearsal. <i>EEF Teaching and Learning Toolkit – Behaviour Interventions - + 4 months</i> <i>EEF Teaching and Learning Toolkit – Social and Emotional Learning - + 4 months</i>	
Enable increased opportunity for more able pupils through increased opportunities for challenge inside/outside of school	Through school studies linked to how schools spend their Pupil Premium funding to successfully maximise achievement, OFSTED noted that successful schools ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium. <i>OFSTED - The Pupil Premium – September 2012</i>	6, 8, 9
Provide speech and language support to support pupil's access to learning	Research shows that it is important that spoken language activities are matched to the learners; current stage of development so that it extends their learning and connects with the curriculum. Alongside increased attainment, some studies show improvement in classroom climate and fewer behavioural issues. <i>EEF Teaching and Learning Toolkit – Oral Interventions - + 6 months</i>	1, 2

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

Budgeted cost: £16,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic leadership of pupil premium by SLT Lead	Where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. <i>OFSTED - The Pupil Premium – September 2012</i>	6
Strategic leadership of intervention and support for pupils across the school by the SENCO.	The key to raising attainment of disadvantaged children is for the Pupil Premium coordinator to work as closely as possible with the SENCO and other inclusion leaders. Leaders of Pupil Premium provision should work closely with	6, 13

	SEND colleagues to identify need, to inform our provision, and build effective, purposeful relationships with parents and carers. Then, and only then, can we truly say that our provision is on the road to being as effective as possible. <i>SecEd – October 2019</i>	
Support pupils and families to reduce barriers to learning through mentoring.	Mentoring supports Pupil Premium children but providing a positive role model, building confidence and relationships, developing resilience and character and raising aspirations. <i>EEF Teaching and Learning Toolkit – Mentoring - + 2 months</i>	4, 5, 11, 13
FLO to be out at play-time and lunch time to lead games and monitor behaviour and well-being	Schools have found that if the Learning Mentor provides a safe haven in the playground at lunchtime, behavioural problems are reduced and potentially disruptive situations defused. <i>Department for Education and Skills – Good Practice Guidelines for Learning Mentors - 2001</i>	4, 13
Pupils who are eligible for the PP grant will be supported to engage in a wide range of enrichment opportunities and financial support can be provided to ensure engagement	The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. <i>National Curriculum in England: framework for key stages 1 to 4 – December 2014</i>	10
Subsidising uniform for PP children.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Lack of studies mean that there is not enough security to communicate a month's progress figure. <i>EEF Teaching and Learning Toolkit – School Uniform</i>	4, 5
Attendance	Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). <i>DfE – Improving Attendance at School – 2012</i>	6, 11

Total budgeted cost: £ 45,747

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.

Objectives for 2020/2021:

- To provide additional educational support to improve the progress and to raise the standard of achievement for Pupil Premium (PP) children.
- Narrow and close the gap between the achievement of PP pupils and their peers; either through academic intervention strategies or a focus on developing strong learning attitudes and general well-being.
- Additional funding to reach the pupils who need it most and ensure that it makes a significant impact on their education and lives.
- Ensure families are empowered to support their child's learning and support good attendance.
- PP children to enjoy a rich educational experience by participating in activities on offer (E.g., after school clubs, residential, trips, etc.).

Strategies Used to Accelerate Progress of Pupil Premium Children:

- *Quality First Teaching* – emphasis was placed on teachers giving good quality feedback alongside short and sharp intervention foci.
- *Action Planning* – each term teachers considered the additional support needed for their PP children and wrote an action plan. These could focus on either academic intervention strategies or on developing strong learning attitudes and general well-being.
- *BLP/Learnish* – every class had a strong focus on Building Learning Power/'Learnish'. Pupil Premium action plans in every class were designed to develop and build these skills.
- *MABLE (more able) Groups for Average PP Children* – any PP child who was working at age expected standard was considered for working in a 'more-able' intervention group. This gave them the opportunity to learn and share lessons with children who had strong learning attitudes and skills and contributed towards accelerating their progress.
- *Well-being Sessions* – facilitated by the Family Liaison Officer and Forest School sessions.
- *Tracking of Attendance and Progress* – monitored carefully at termly Pupil Progress meetings.

Priorities:

During 2020/2021, priorities for our PP children were identified, considering gaps in either their education or learning behaviour and their social and emotional wellbeing. It was noted that:

- There was a decline in general attitude to learning amongst the Pupil Premium group. This was attributed to lack of home support over the remote learning sessions during the Lockdowns.
- Some PP children struggled emotionally during the Lockdowns and some

family situations were very tense. These children struggled to come back into school and socialise successfully. They also struggled to get back into the school routine and follow the expectations around behaviour.

- There were considerable gaps in writing. There was slower progress in general due to not completing or accessing work over the remote learning sessions as well as a general regression over the course of the lockdowns. There was a parental support issue despite the Head of School and Deputy Head regularly phoning parents. These children lost handwriting fluency and pace of writing. They were often reluctant to get back to written recording because of working mainly from a laptop and accessing on-screen learning.
- There were gaps in reading due to lack of reading during the Lockdowns.
- Children were missing vital chunks of learning in maths and as a result these areas needed revisiting in class. It was noted that there was a particular weakness in mathematical reasoning.
- We had a rapidly increasing number of PP children. We accepted a considerable number of PP children to the school since January 2021 who have very challenging family circumstances. We accepted children and families who did not cope with remote learning offered by their previous school. These families had a very negative experience, and this resulted in us welcoming some very angry children who were significantly behind in their learning.
- Our Safeguarding workload increased as a result of our new families.

Implementation:

In order to address these issues, we used the Pupil Premium Grant to do the following things:

- Offered a combination of short-term interventions or specific programmes to provide intensive individual tuition in reading, writing or maths (if on SEN register).
- Intensive individual tuition to deliver 1 to 1 reading support.
- Small group support from a qualified teacher each week for Pupils in Years 2 to 6 who were identified as more able in reading, writing and maths.
- Practical work with families and parents to support children as required.
- Individual support to children with social, emotional, mental health or other health issues.
- Sports Coach delivered a mentoring programme for specific pupils to develop their well-being and positive attitudes.
- Fizzy programme for physical development led by the Sports Coach.
- Payment of specific children's residential visits.
- Forest School sessions to develop BLP and strong learning attitudes.

Impact:

Through the implementation of the aforementioned strategies, we found that:

- Children received timely support in reading, writing and/or maths to increase their confidence and skills within the subjects.
- Specific objectives which were covered in the classroom were supported by a skilled member of staff during individualised support. As a result, gaps in attainment were closed more quickly.

- Children’s confidence and skills within reading, writing and maths increased due to additional support.
- Individual barriers to learning were identified and addressed, ensuring that strategies for support were adapted for each child.
- Children’s enjoyment of reading improved through the use of the 1 to 1 sessions.
- PP children working at ARE within the MABLE groups developed confidence in participating in fast paced learning, in depth discussions, tasks and feedback.
- Pupils working within the MABLE groups made accelerated progress as high expectations were continually communicated.
- Stronger learning attitudes were developed through the use of the mentoring programme and high level of focus on BLP within the classrooms.
- Children and families were offered timely, regular support with social, emotional, mental health or other health issues.
- Children and families felt supported within the school community.
- Children developed in confidence as learning became more accessible due to the individualised support.
- Through participation in the residential trip, children developed stronger relationships with their peers and members of staff.

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
Mantle of the Expert	Mantle of the Expert

Further information (optional)

Alongside our main strategy plan we also completed the following actions:

Focus on SEN and Pupil Premium Children:

- Staff were asked to detail PP children and how they returned to class after Lock-down.
- The specific needs of these vulnerable groups were considered, and interventions were planned as needed.
- SENCo reviewed the plans for these groups/individuals and ensured they addressed specific need
- Where possible, interventions for specific children were delivered remotely.
- Specific children were allocated intervention time with FLO and class teachers planned SEN interventions in conjunction with the SENCo.
- SEN interventions were put on Provision Map Writer which allowed the SENCo to track and monitor progress of SEN children.
- Staff were trained by SENCo on how to write personalised plans for SEN children.
- SENCo Monday 'drop in' started to support staff generally with provision for their SEN pupils and support them writing provision plans.

Pupil Recovery Meetings:

In Term 2 and Term 5, Pupil Recovery Meetings were held. During these meeting, staff reviewed the provision offered. Following on from the reviews, the SENCo, FLO and Head of School organised catch-up sessions, forest school and other interventions needed.

Pupil Premium Action Plans:

Pupil Premium Action Plans were written in Term 4 to allow class teachers to evaluate how their PP children had returned to school and take into consideration their personal gaps. These action plans were then evaluated at the end of Term 4 and new ones written for Term 5 provision.

Absence:

- Regular conversations were held with the FLO with regards to PP children absence. The Head of School and FLO monitored absence of PP children regularly.
- Systems for communicating absence between the office, FLO and staff were reviewed and weekly meetings were put in place on a Monday between the Head of School and FLO.
- Bromcom was used from Term 5 to compare attendance and track children who needed additional support.

Financial Support:

- There was regular contact between the Head of School and FLO with regards to PP families that may be struggling financially.
- FLO explored support for families:
 - Hardship Fund was applied for.
 - Parents were directed to foodbanks.
 - FLO was in contact with local businesses who offered to support children from low-income families.

- School food bank was set up during Term 3 – no uptake but it was good to be ready!
- FLO sent a letter to parents regarding the Kent Community Hardship Fund and encouraged families to seek support if needed.