

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	268
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	1 st November 2022
Date on which it will be reviewed	17 th July 2023
Statement authorised by	Helen Glancy
Pupil premium lead	Nicola Bolton
Governor / Trustee lead	Gill Hollamby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,250
Recovery premium funding allocation this academic year	£7250
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	£79,424

Part A: Pupil premium strategy plan

Statement of intent

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
4	Difficulty in 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	Continued implementation and application of phonics at KS 1 using RWI
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 experience
11	Poor attendance, including punctuality
12	Lack of focus and confidence due to mental health and well being

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 2021-22 are above the floor standard and in line with year group target

<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: £ 10,550

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.	3, 4, 5

	EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation - + 7 months	
Make full use of the woodland outside area to develop pupil experience, opportunity and well-being.	Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. Murry and O'Brien – Forest School and its impacts on young children: Case studies in Britain – 2005	1, 10
Staff CPD	For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. DfE – Supporting the Attainment of Disadvantaged Pupils – November 2015	3, 4, 5,

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

Budgeted cost: £33,895

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	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. EEF Teaching and Learning Toolkit – Small Group Tuition - + 4 months	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. EEF Teaching and Learning Toolkit – Reading Comprehension Strategies - + 6 months	6, 7, 8
Individual and Targeted interventions for behaviour have a positive	Targeted interventions for behaviour have a positive impact on attainment by 3, 4, 6 small group support for pupils	3, 4

<p>impact on attainment by 3, 4, 6 small group support for pupils from (LM) to support improved behaviours for learning</p>	<p>from LM 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.</p> <p><i>EEF Teaching and Learning Toolkit – Behaviour Interventions - + 4 months</i> <i>EEF Teaching and Learning Toolkit – Social and Emotional Learning - + 4 months</i></p>	
<p>Enable increased opportunity for more able pupils through increased opportunities for challenge inside/outside of school</p>	<p>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.</p> <p><i>OFSTED - The Pupil Premium – September 2012</i></p>	<p>6, 8, 9</p>
<p>Provide speech and language support to support pupil's access to learning</p>	<p>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.</p> <p><i>EEF Teaching and Learning Toolkit – Oral Interventions - + 6 months</i></p>	<p>1,2</p>

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

Budgeted cost: £34,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic leadership of pupil premium by SLT Lead</p>	<p>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.</p>	<p>6,</p>

	OFSTED - The Pupil Premium – September 2012	
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, 7 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. SecEd – October 2019	6,
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.	4, 5, 11
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. National Curriculum in England: framework for key stages 1 to 4 – December 2014	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. EEF Teaching and Learning Toolkit – School Uniform	4,5
Attendance	Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). DfE – Improving Attendance at School – 2012	6, 11

Total budgeted cost: £

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 2021 to 2022 academic year.

The KCC OFSM register is checked weekly by the Pupil Premium Lead to ensure that all FSM eligible pupils are picked up quickly. As with the previous terms, if a new FSM child is identified their status is changed on Bromcom and class teachers and office staff are made aware. These children are then added to the term's Pupil Premium Action Plan.

Provision

Quality First Teaching continues to be at the forefront of Pupil Premium provision, although, these children are still a focus for in class interventions. The interventions are mostly delivered by the class LSAs and focus on targets set by the class teacher – some of these may include pre-teaching and clarifying misconceptions from lessons. All Pupil Premium children are a focus for daily reading with an adult in class.

'Keep Up' groups with Mrs Samson continued for the last two terms. These groups focused on KS2 children who were Not On Track and would benefit from extra small group support. As with previous terms, Mrs Samson liaised with the class teachers to inform them of their children's progress and engagement. Alongside 'Keep Up' groups, Mrs Dunn delivered 'MABLE' groups, also in KS2. These groups included children who are working at a higher level and any Pupil Premium child who was On Track. The children in these groups were reviewed at Pupil Progress Meetings in Term 4 and they continued to work with Mrs Samson and Mrs Dunn into Terms 5 and 6.

All LSA's (not 1:1) were given a child to mentor within their Key Stage at the end of Term 3. They had regular reminders to meet with their mentee throughout Term 4 and were asked to review the impact of their sessions at the end of Term 5.

Attendance has continued to be tracked in Term 5 and 6. Some children have been persistently absent and further support has been put in place for these children.

The children taking part in Master Academies are continuing to enjoy the experience. The children who were offered funding for PGL went away at the beginning of Term 5 and had a fabulous time with a trip to Disneyland Paris being the highlight of the trip.

School Led Tutoring began in Term 5. There were 9 groups running with 27 pupils in total. Of these, 17 were Pupil Premium (63%).

Impact

Data was analysed for Term 5 and Term 6 as with previous terms. However, in Term 5, four classes did not submit data and in Term 6, five classes did not submit data. The staff members were reminded on numerous occasions but the data was still incomplete at the time of the analysis so comparisons between the terms have not been made.

As a generalisation in Term 5 for the classes who submitted data there was no change in attainment for their Pupil Premium children. In Term 6, one child moved from Not on Track to On Track in Writing in Year 3 and another moved up in Reading in Year 6.

As with Term 4, mentors were asked to review their time spent with their mentees at the end of Term 6. Again, only a limited number of reviews were returned. If this is to continue into next academic year then some form of training and expectations will need to be in place for the mentors.

Attendance in Term 5 improved for the Pupil Premium children from Term 4. There was a positive increase on attendance of 2.16% for Pupil Premium children from Term 4 to Term 5. Chickenpox was an issue in Term 5 with only 14 Pupil Premium children gaining 100% attendance. Overall attendance in Term 6 was positive with 28 Pupil Premium children having 100% attendance. Attendance improved overall for Pupil Premium children from Term 4 to Term 5 and remained reasonably stable for Term 6 with a minimal dip.

289 hours of tutoring was offered over Terms 5 and 6. 176 of these were for Pupil Premium children. Overall, feedback was positive with more impact and engagement seen in the lower years. The Year 5 and 6 children were not as engaged and 1 of the Year 6 children only attended 4 sessions.

Plans

Pupil Premium will be handed over to Nicola Bolton for next academic year.

Advice for actions next academic year:

- Teachers to continue to write termly action plans for their Pupil Premium children.
- MABLE and Keep Up to continue – perhaps with termly reviews.
- Mentoring – training and expectations will be needed.
- Continue to monitor attendance.

Feedback marking – focus on Pupil Premium children

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
Learning by Mantle Approach	Learning by Mantle curriculum