

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 | 245 |
| Proportion (%) of pupil premium eligible pupils | 20.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | 1 st December 2024 |
| Date on which it will be reviewed | 15 th July 2025 |
| 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 | £56,737 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £56,737 |

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 carefully considered, 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.*
- *Pre teaching of new concepts and topics so that the all children are able to access the learning both inside and outside the classroom.*

• **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 |
| 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 2024-25 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. | <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 |

| | |
|--|--|
| <ul style="list-style-type: none"> Targeted support for all year groups is effective | <ul style="list-style-type: none"> 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 to Year 6. | <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: £8000

| 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 |
| 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. | 1, 10 |

| | | |
|------------------|---|----------|
| | <i>Murry and O'Brien – Forest School and its impacts on young children: Case studies in Britain – 2005</i> | |
| 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> | 3, 4, 5, |
| | | |

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

Budgeted cost: £27,000

| 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. <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> <i>Weekly/daily interventions</i> | 6, 7, 8 |

| | | | |
|---|--|--|----------------|
| <p>Individual and Targeted interventions for behaviour have a positive impact on attainment by 3, 4, 6 small group support for pupils from Learning Mentor to support improved behaviours for learning</p> | | <p>Targeted interventions for behaviour have a positive impact on attainment by 3, 4, 6 small group support for pupils from Learning Mentor 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 EEF Teaching and Learning Toolkit – Social and Emotional Learning - + 4 months</i></p> | <p>3, 4</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: £22,000

| 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 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. <i>SecEd – October 2019</i> | 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. <i>EEF Teaching and Learning Toolkit – Mentoring - + 2 months</i> | 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. <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 | 4,5 |

| | | |
|-----------------------------------|---|--------|
| | there is not enough security to communicate a month's progress figure. <i>EEF Teaching and Learning Toolkit – School Uniform</i> | |
| 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 |
| Music Lesson Opportunities | Music opportunities for children to participate and to learn a musical instrument linked to the Music Statement 2024 for disadvantaged children being provided funding to learn a musical instrument. | 10, 12 |
| Trips | Financial support to be provided for residential trips and educational visits to enhance the curriculum to promote inclusion for all learners. | 3, 10 |

Total budgeted cost: £57,000

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 2023 to 2024 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.

These groups focused on KS2 children who were Not On Track and have benefitted from extra small group support from our SHINE intervention programme. As with previous terms, Mrs Samson liaised with the class teachers to inform them of their children's progress and engagement. Regular progress meetings also take place to ensure the children's attainment and progress is monitored carefully, with a keen focus on Pupil Premium children in every class

Regular interventions take place across the various phases led by both the teaching and support staff which have helped to decrease gaps in reading and writing.

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.

Impact

As a generalisation in Term 5 for the classes who submitted data there was no change in attainment for their Pupil Premium children. More children were reaching the expected standard for their year by using the NTS assessments which informed the staff of progress against national statistics which was very helpful. Shine interventions were used effectively to inform

Pupil Premium funds were used to give financial support for trips and residential opportunities which the children really enjoyed and gave them a fantastic chance to learn and try new experiences and to visit places including Battle Abbey and the school also welcomed in History workshops to compliment the curriculum.

Attendance in Term 4 improved for the Pupil Premium children and steadily rose during this time. Pupil Premium attendance also continued to rise over terms 5 & term 6 which was very positive.

From September 2023 to July 2024, the Pupil Premium % for the school rose from 17.20% to 20%. More Pupil Premium took up music lessons which were funded by the school including lessons in: guitar, piano and ukulele. Overall, feedback was positive with more impact and engagement seen in the lower years. The Year 5 and 6 children were not as well engaged and attendance became a problem despite encouragement from staff for an after school booster groups to prepare them for secondary education. 7 PP children attended the breakfast club during the KS2 SATS week which was funded by the school.

Plans

Advice for actions next academic year:

- Teachers to continue to track and monitor Pupil Premium children through planning, teaching and assessments.
- Mentoring – training and expectations will be needed.
- Continue to monitor attendance.
- Use the NTS Data to carefully track vulnerable groups including PP.
- Shine interventions to be used in class.
- Daily readers for PP children
- Subsidised Funding for trips for PP children

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 |
| Power Maths WRM | Power Maths |
| Sports Education Team - PE | |
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