

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hambledon Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024, 2024/2025, 2025.2026
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024 and July 2024
Statement authorised by	Adrienne Corr, Headteacher
Pupil premium lead	Adrienne Corr, Headteacher
Governor / Trustee lead	Jo Burgess, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2000
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	£25,280

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions for pupils whose education has been worst affected, including non-disadvantaged pupils. It also takes into account the personal, social and emotional setbacks our pupils face through a strong focus on our PSHE curriculum and opportunities for personal development.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills among many of disadvantaged pupils, with less than 50% reaching ARE at the end of last academic year.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less support with reading at home. This negatively impacts their development as readers.
4	In some cases, low attendance (below 90%) is a barrier to achieving well academically and having a negative impact socially with their peers due to absences.
5	Our school admitted 6 EAL pupils under the Homes for Ukraine Scheme, 2 of whom are still in attendance. These two pupils have little to no English and this is causing a barrier with accessing the curriculum.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities due to costs. These challenges particularly affect disadvantaged pupils, including their attainment.

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	Review March 2024	Review July 2024
Improved reading attainment among disadvantaged pupils at the end of both key stages.	<p>This year: KS reading outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard (EOY 2021 – 20%)</p> <p>End of plan: 80% of PP children will have reached ARE in reading</p>	At Spring data drop: 56% of PP pupils on track for ARE and 6% GDS.	<p>EOKS2 – internal assessments show 100% PP were on track for GDS and EOKS1 100% reached ARE.</p> <p>66% PP children reached ARE in reading by the end of the year.</p>
Improved writing attainment for	This year:	At Spring data drop: 56% of PP pupils on	62% PP reached ARE in

disadvantaged pupils at the end of both key stages.	<p>KS writing outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard. (EOY 2021 – 20%)</p> <p>End of plan: 75% of PP children will have reached ARE in writing.</p>	track for ARE and 6% GDS.	writing with 6% being GDS.
Improved maths attainment for disadvantaged pupils at the end of both key stages.	<p>KS maths outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard.(EOY 2021 – 20%)</p> <p>End of plan: 75% of PP children will have reached ARE in maths.</p>	At Spring data drop: 50% of PP pupils on track for ARE and 13% GDS.	56% PP reached ARE in maths, with 13% achieving GDS.
To increase attendance of PP pupils	<p>To narrow the gap in attendance between PP and non PP pupils. 2022/2023 gap was 1.58%.</p> <p>New plan: to have 75% of PP with attendance above 90%</p> <p>To narrow the gap in attendance between PP and non PP pupils.</p>	<p>At end of Spring 1: 7/16 pupils had an attendance of 90% or higher.</p> <p>Non PP: 94.7%, PP: 82.2%</p> <p>This is being skewed by issues such as awaiting School Transport and EBSA.</p>	<p>Overall attendance by PP children : 80.4%.</p> <p>7/16 pupils had an attendance of 90% or higher.</p> <p>This is being skewed by issues such as awaiting School Transport and EBSA by 4 of the 16 pupils.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our	Sustained demonstration of improved well-being demonstrated by:	10/14 PP pupils have participated in a school club.	13/16 PP pupils have participated in school clubs and/or residential trips.

disadvantaged pupils.	<ul style="list-style-type: none">• qualitative data from pupil conferencing, pupils and parent surveys and teacher observations• Participation in enrichment activities offered by the school		
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Activity in this academic year 2023-2024

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
CPD for End of Key Stage teachers in Reading, Writing and Maths focussed on metacognition, assessment for learning, retrieval and interleaving.	Reading Comprehension Strategies EEF Metacognition Findings High Quality First Class Teaching focusing on specific strategies and metacognition has been shown to improve the learning outcomes of all children.	1,2,3
Core Provision from HIAS for Maths and English Lead focussed on metacognition strategies – disseminated to all staff	EEF Metacognition Findings High Quality First Class Teaching focusing on specific strategies and metacognition has been shown to improve the learning outcomes of all children.	1,2,3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Gov.uk benefits of standardised tests	1,2,3
Enhancement of our maths and writing teaching in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1,2,3

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Training for staff from EMTAS on EAL learners	EMTAS policy and Bell Foundation Guidance	5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Self-regulation resources to be purchased Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning Findings	1,2,3, 4,5,6
Small group tuition focussed on gaps identified by assessments.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: EEF Small Group Tuition Findings	1,2,3,5
Extra LSA Support for EAL pupils	Improved feedback (through having an additional adult) is shown to have a direct impact on pupils' academic success along with making them feel confident leading to improved well-being https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf	1,2,3,5,6
Staff Training/coaching in different aspects of teaching pedagogy based on individual needs.	Evidence shows that effective use of Assessment for Learning along with regular, planned retrieval tasks lead directly to academic progress.	1,2,3

	https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Breakfast Club to help improve attendance – offered at reduced rate for PP pupils or free for those with attendance below 90%.	Some of our PP pupils have poor attendance. Attending Breakfast Club at a discounted rate allows these pupils to have arrive on time and start their day in a positive way. https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf	5,6
Behaviour Management CPD	Clear routines and expectations help children to feel secure and ready to learn. This will then have positive impacts on academic outcomes. Staff Training – Riverside Outreach and PBS Consultation EEF Behaviour Findings	1,2,3,6
ELSA Time 2x afternoons week	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning Findings	4, 5,6
Introduce Pets as Therapy Dog to help with attendance, reading and semh.	There is extensive research showing the benefits of a school dog on children’s semh. Our School Dog will have regular reading sessions with our PP pupils – targeting those with low attendance. https://www.therapydogs.com/how-do-therapy-dogs-help-in-the-classroom/	1,4,6

Total budgeted cost: £ 23,500

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

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

Intended Outcome 1: Improved reading attainment among disadvantaged pupils at the end of both key stages.
25% of Y6 PP met ARE in reading. The 3 pupils that didn't reach ARE were also EAL or SEND and internal assessments showed that those not reaching ARE at KS2 made significant progress towards reaching ARE. Reading progress for our PP pupils was higher than national and local authority. At the end of KS1, 66% met ARE in Reading. Teacher observation showed that the one who didn't reach ARE was making progress with their reading, as evidenced by reading age and SATs scores, teacher reading observations and phonics screening re-checks. In Year 1, 100% of pupils passed their phonics screening. Pupils enjoy reading and are accessing the new Reading Shed at play/lunch. Across the school as a whole, 59% of PP pupils reached ARE.
Intended Outcome 2: Improved writing attainment for disadvantaged pupils at the end of both key stages.
50% met ARE in writing for KS2 and 66% for KS1. The pupils in KS2 who did not were EAL and SEND. Again, progress was seen by their class teacher against their individual targets. Writing is a weaker area amongst our PP children in terms of reaching ARE in any year group and will be a focus for 2023/2024 to consider ways to increase their opportunities to write at school and at home. Writing progress for our PP pupils was higher than national and local authority. Across the school as a whole, 47% of PP pupils reached ARE.
Intended Outcome 3: Improved maths attainment for disadvantaged pupils at the end of both key stages.
50% met ARE in KS2 maths and 66% met for KS1. The two pupils at KS2 who did not reach ARE were EAL and SEND and internal assessments show that they made good progress across the year. Maths progress for our PP pupils was higher than national and local authority. Across the school as a whole, 65% of pupils are at ARE for maths.
Intended Outcome 4: To increase attendance of PP pupils

The gap between non PP and PP pupils was 1.58%. 5 PP pupils had an attendance of below 90%. 2 of the 5 pupils attendance is due to extended leave to return to their home country. 1 is due to unauthorised absence and 2 (siblings) are due to illness. Attendance remains a contributing factor to pupils' achievements academically.

Intended Outcome 5: To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.

14/17 pupils have taken part in afterschool clubs over the course of the academic year.

Pupil conferencing shows that pupils feel safe at school, know that there is an adult who they can talk to if they are worried. They were able to identify ways the school has supported them academically (e.g. additional small maths groups for areas they were finding difficult, modified resources) as well as through the provision of resources such as stationery, books, notepads etc for home./school use

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by missing school

	which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to catch up on missed learning and reach ARE by the end of the year.