

# 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	Hambledon Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022, 2022/2023, 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 and July 2023
Statement authorised by	Adrienne Blower, Headteacher
Pupil premium lead	Adrienne Blower, Headteacher
Governor / Trustee lead	Jo Burgess, Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,290
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19790

# 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.

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 disadvantaged pupils. These are evident from KS1 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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. 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, 4 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 2023	Review July 2023
Improved reading attainment among disadvantaged pupils at the end of both key stages.	KS reading outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard (EOY 2021 – 20%)	40% of those PP in Year 6 on track to meet ARE at end KS2 (The 60% who are not are also SEND/EAL). 66% of PP in Year 2 on track for KS1.	25% of Y6 PP met ARE in reading. Reading progress for our PP pupils was higher than national and local authority.  KS1 – 66% met ARE in Reading.  Year 1 – 100% achieved

			phonics screening.
Improved writing attainment for disadvantaged pupils at the end of both key stages.	KS writing outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard. (EOY 2021 – 20%)	40% of those PP in Year 6 on track to meet ARE at end KS2 (The 60% who are not are also SEND/EAL). 66% of PP in Year 2 on track for KS1.	50% met ARE in writing for KS2 and 66% for KS1. Writing progress for our PP pupils was higher than national and local authority.
Improved maths attainment for disadvantaged pupils at the end of both key stages.	KS maths outcomes in 2023/2024 show that more than 66% of disadvantaged pupils met the expected standard.(EOY 2021 – 20%)	60% of those PP in Year 6 on track to meet ARE at the end of KS2. (The 40% that are not have overlapping needs with SEND and EAL). 66% of those PP in Year 2 are on track to meet ARE at the end of KS1.	50% met ARE in KS2 maths and 66% met for KS1. Maths progress for our PP pupils was higher than national and local authority.
To increase attendance of PP pupils	To narrow the gap in attendance between PP and non PP pupils.	The attendance gap between PP and non PP has narrowed from 1.8% to 0.7%. Attendance of PP group is being affected by EAL PP pupils taking extended leave at holiday time to return to their home country. 6 of the PP pupils are below 90%. 2 pupils that were previously below 90% last year have improved to 92.2% and 91.7% respectively. Work will continue to promote good attendance.	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.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained demonstration of improved well-being demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil conferencing, pupils and parent surveys and</li> </ul>	14/17 pupils have taken part in after-school 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	

	<p>teacher observations</p> <ul style="list-style-type: none"> <li>• a significant reduction in leaving the classroom and off-task behaviour</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<p>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.</p>
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## Activity in this academic year 2022-2023

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.	<a href="#">Reading Comprehension Strategies</a> <a href="#">EEF Metacognition Findings</a>  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	<a href="#">EEF Metacognition Findings</a>  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: <a href="#">Gov.uk benefits of standardised tests</a>	1,2,3
Enhancement of our maths and phonics teaching and curriculum planning 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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1,2,3

	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="#">DfE Reading Framework</a>	
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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management and self-regulation strategies  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): <a href="#">EEF Social and Emotional Learning Findings</a>	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: <a href="#">EEF Small Group Tuition Findings</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</a>	1,2,3,5,6

Staff Training on use of AfL and retrieval tasks	<p>Evidence shows that effective use of Assessment for Learning along with regular, planned retrieval tasks lead directly to academic progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice">https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	1,2,3
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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%.	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Improving Behaviour in Schools Evidence Review.pdf</a></p>	5,6
Behaviour Management CPD	<p>Clear routines and expectations help children to feel secure and ready to learn. This will then have positive impacts on academic outcomes.</p> <p>Staff Training – Riverside Outreach and PBS Consultation</p> <p><a href="#">EEF Behaviour Findings</a></p>	1,2,3,6
ELSA Time 2x afternoons week	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning Findings</a></p>	4, 5,6

**Total budgeted cost: £ 20,500**

## Part B: Review of outcomes in the previous academic year (2021-2022)

### Pupil premium strategy outcomes

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

<p>Intended Outcome 1: Improved reading attainment among disadvantaged pupils at the end of both key stages.</p>
<p>March 2022 assessment points show that 50% of PP pupils who were behind in reading at Autumn data drop are now on track for ARE. 40% have made accelerated/expected progress. July 2022 data show that 50% of PP children (1 of 2) reached ARE at end of KS1. The pupil that did not reach ARE for Reading has been identified as having SEND. This pupil made expected progress throughout the academic year. At the end of the academic year, 100% (1 pupil) reached ARE in Reading. This pupil made accelerated progress throughout KS2 to achieve this. In other year groups, 82% of PP reached ARE at the end of the academic year showing an increase in standards from previous years.</p>
<p>Intended Outcome 2: Improved writing attainment for disadvantaged pupils at the end of both key stages.</p>
<p>March 2022 assessment points show that 20% of pupils who were behind at Autumn data drop are now on track for ARE. 50% have made accelerated/expected progress.</p> <p>July 2022 assessment points show that 100% did not meet ARE for writing at end of KS1 (1 SEND, 1Non SEND – this was identified as not having the evidence required due to patchy attendance) or KS2. The KS2 pupil did reach ARE for their SPAG SAT showing a significant improvement in this area. KS2 ARE skills were evident but not yet consistent enough to award ARE.</p> <p>In other year groups, 55% of PP pupils reached ARE by the end of the year, showing an increase in standards from previous years.</p>
<p>Intended Outcome 3: Improved maths attainment for disadvantaged pupils at the end of both key stages.</p>

March 2022 assessment points indicate that the percentage of pupils working below ARE in maths remains the same however 53% have made accelerated or expected progress.

July 2022 assessment points show that 50% of PP pupils (1 of 2) at KS1 reached ARE. The other one pupil has been identified as also have SEND. 100% of PP pupils reached ARE at KS2, showing accelerated progress.

Including other year groups, 73% of pupils reached ARE in maths at the end of the year.

Intended Outcome 4: To achieve and sustain improved learning behaviours for all pupils in our school, particularly our disadvantaged pupils.

March 2022 showed increased resilience and acceptance of challenge as noted by class teachers and pupil conferencing. This resilience and rising to challenge is having a positive impact on work both in terms of progress and completion/evidence of skill. Pupils are feeling more confident in themselves. July 2022 pupil and parent conferencing showed increased engagement/enjoyment of coming to school. As a result of this increased enjoyment and resilience, there were reduced incidents of specific pupils leaving the classroom and disruptive behaviour (See CPOMS).

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

March 2022 showed that PP pupils demonstrated improved learning behaviours as noted by class teachers. Sessions with the ELSA show that pupils feel comfortable discussing their worries and that the strategies used in these sessions (for example, the use of a worry monster) mean that the pupils feel listened to and are less anxious due to worries.

July 2022 – Learning behaviours continue to improve. All but one PP pupil has attended at least one afterschool club and that is because they attend a club out of school. All have partaken in school trips/residentials. Pupil surveys show that all know what is expected of them and feel safe in school. They all know that someone cares about them in school. Most have most things they need for school although some said that they did not have enough PE kit. Extra PE kit has been offered to all PP families.

They all said there is someone who helps them to improve and that they are listened to. They all generally enjoy coming to school and feel happy at school.

## 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.