

## 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   | Hampton Vale                 |
| Number of pupils in school  | 602                          |
| Proportion (%) of pupil premium eligible pupils   | 21.4%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | September 2021 - August 2024 |
| Date this statement was published   | September 2022               |
| Date on which it will be reviewed   | September 2023               |
| Statement authorised by   | Paula Chamberlain            |
| Pupil premium lead  | Amy Wright                   |
| Governor / Trustee lead   | David Whiles                 |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £181,282   |
| Recovery premium funding allocation this academic year  | £20412     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| Early Year Pupil Premium allocation this academic year  | £2348.40   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £204042.40 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision at Hampton Vale Primary Academy is to provide our children with an education that will empower them to become the best they can be. All pupils will leave our school having received a broad, balanced and inclusive education that not only prepares them for future success, but also promotes a deeper understanding of the world around them.

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 raise the achievement for our disadvantaged pupils and continue to ensure progress for those pupils who are already high attainers.

We understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Provision is provided through a graduated approach of support informed by rigorous monitoring and assessment of progress to meet individual need and also in response to common challenges of disadvantaged pupils outlined in this strategy.

We aim to ensure disadvantaged pupils are challenged in the work they are set but to act early and intervene when need is identified. All staff will take responsibility for raising the outcomes and expectations for what our disadvantaged pupils can achieve.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and a lower phonics ability on entry. This negatively impacts their development as readers.  |
| 3                | One of the areas in which disadvantaged young people can suffer is through a lack of cultural and arts opportunities and experiences that enhance cultural capital providing access to the wider curriculum and a deeper understanding of the world around them.   |
| 4                | More PP children than non-PP children have needed targeted support in 2021/2022 to overcome social and emotional barriers to learning such as low self esteem, anxiety, relationships and emotional regulation.  |
| 5                | Parents of disadvantaged children can be less engaged in the education system, this can lead to poor attendance for PP children, lack of support for home learning and a lack of parental attendance at school events.   |
| 6                | Despite the attainment gap narrowing over the last 20 years in England, the gap between disadvantaged pupils and their more privileged peers remains stark. Inevitably, the impact of the pandemic has once again widened the gap further, with analysis by the <a href="#">Education Endowment Foundation (EEF)</a> charity finding "the closure of schools to most pupils is likely to reverse all progress made to close the gap since 2011". |

## 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  |
|--|---|
| To continue to raise the attainment of pupil premium children across the school and reduce the | <ul style="list-style-type: none"><li>Phonics Screening results 2022/23 show that the percentage of disadvantaged pupils that</li></ul> |

|  |  |
|--|--|
| gap between pupil premium and non pupil premium children - <i>with a particular focus on Year 2, Year 3, Year 5 and Year 6.</i>                        | <p>met the expected standard is above the National Average.</p> <ul style="list-style-type: none"> <li>• KS1 more than 70% in all 3 areas.</li> <li>• KS2 reading outcomes in 2022/23 show that more than 74% of disadvantaged pupils met the expected standard.</li> <li>• KS2 Maths outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard.</li> <li>• KS2 Writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.</li> <li>• The attainment gap between PP and Non-PP has reduced in all year groups.</li> <li>• The percentage of PP children achieving greater depth has increased.</li> </ul>                              |
| To increase the opportunities for pupil premium children to benefit from wider experiences developing their cultural capital and personal development. | <ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | <p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in wellbeing concerns logged on CPOMs for PP children.</li> </ul>   |
| Increased parental engagement for pupil premium families to bridge the gap between learning expectations at home and at school.                        | <ul style="list-style-type: none"> <li>• Increased engagement in home learning and reading.</li> <li>• Increased attendance of pupil premium families in parental engagement offered over the year for example at school events.</li> </ul> <p>Sustained high attendance for 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul> |
| Additional support for pupil premium families with uniform particularly during the cost of living crisis.  | High standards of uniform maintained across school and efficient use of second and uniform shop.   |

## 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: £59,000

- CPD from Assistant Principals (70%) - £41297.90
- CPD from Core Subject Lead (30%) - £17114
  - Total so far: £58,411.90

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Curriculum CPD for staff  | Supporting high quality teaching is pivotal in improving children's outcomes therefore designing and promoting effective continuous professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes.<br><br><a href="#">EEF - Characteristics of effective teacher professional development.</a>   | *1,2,6                        |
| Teaching Assistant Development programme - Internal CPD   | Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching<br><br><a href="#">EEF - Teaching Assistant Interventions</a>  | 1,2,6                         |
| Mastery Learning CPD for all staff and support in lessons and planning sessions   | Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.<br><br><a href="#">EEF Mastery Learning</a>  | 1, 6                          |
| CPD for assessment for learning and quality feedback in lessons   | Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.<br><br><a href="#">EEF Feedback</a>  | 1, 6                          |
| CPD for staff on how to engage the children in their learning. How to help pupils think about their own learning more explicitly. | Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.<br><br><a href="#">EEF - Metacognition and self regulation</a> | 1, 6                          |

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

Budgeted cost: £100000

- *Teaching Assistants Salaries (15%) - £80706.15*
- *Forest School Staffing (20%) x1 - £5124.20*
- *Swimming Cost Support £1600*
- *Tuition Cost to School - £13608*
  - *Total so far: £101,038*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Teaching Assistants used across the school especially with the lower years in order to support children's learning and independence.</i>  | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.<br><a href="#">EEF Teaching Assistants</a>   | 1, 2, 4, 6                    |
| Small group tuition and 1:1 tuition for lower ability disadvantaged children (National Tutoring scheme)  | Small group tuition has an average impact of four months' additional progress over the course of a year.<br><a href="#">EEF - Small Group Tuition</a><br>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.<br><a href="#">EEF - One to One Tuition</a> | 1,2,6                         |
| Offer a broad and balanced curriculum that enhances cultural capital.  | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.<br><a href="#">EEF Arts Participation</a>               | 1,3,6                         |
| Increase the number and range of enrichment and outdoor learning opportunities our pupil premium children are exposed to to promote a deeper understanding of the world around them. | Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.<br><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>   | 1,3                           |

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

Budgeted cost: £45,000

- *Inclusion Team (30%) £25672.20*
- *Attendance Officer (50%) - 13070.50*
- *Learning Therapist - £3820*
- *Staff CPD - £2000*
  - *Total so far: £44562.70*

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Whole school risk and resilience training to further embed school-wide norms, expectations and routines that support children's social and emotional development, particularly for those children that have suffered from adverse childhood experiences.</i> | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.<br><br>Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">EEF Social and Emotional Learning</a>   | 4                             |
| <i>Engage parents in their child's learning by offering a wide range of opportunities to support their child's learning and wellbeing</i>   | The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.<br><a href="#">EEF Parental Engagement</a>   | 5                             |
| <i>Encourage improved attendance through Inclusion Team support, the attendance officer and parental engagement</i>   | The report shows a gradual decrease in KS2 achievement as overall absence rates increase. Specifically, pupils with the lowest 5% of overall absence rates are 1.4 times more likely to achieve a pass or above in reading and maths tests and 3.3 times more likely to achieve greater depth in reading and maths tests than pupils with the highest 5% of overall absence rates.<br><br>DfE - <a href="#">The link between absence and attainment at KS2</a> | 2,5,6                         |

**Total budgeted cost: £204,000**

## 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 2021 to 2022 academic year.

| <p><i>See last year's reviewed plan for further information.</i></p> <p><b>Review of Impact 2021-2022:</b></p> |  |  |
|--|--|--|
| Intended Outcomes  | Success Criteria   | Evidence of Impact   |
| <b>Rapid progress within phonics</b>   | <b>Phonics Screening results are above National Average</b>  | Phonics screening results for 2022 were 83% whole school, PP 67%<br>NA 2022 75%, NA PP 2022 62%  |
| <b>Progress in Reading</b>   | <b>Achieve National Average progress in KS2 SATs</b>   | KS2 SATs results 74% NA PP 74%   |
| <b>Progress in Maths</b>   | <b>Achieve National Average progress in KS2 SATs</b>   | KS2 SATs results 71% NA 78%PP  |
| <b>Progress in Writing</b>   | <b>Achieve National Average progress in KS2 Teacher Assessments</b>  | KS2 SATs results 76% NA 70% PP<br><br>Combined 63%PP NA 59%  |
| <b>Increase outdoor adventurous activities for children</b>  | <b>Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities</b> | <p>All PP children have attended Trips and visits<br/>Full programme of trips has been reinstated for this year and PP families were supported to pay for these educational trips.</p> <p>Sports festivals attended by PP children.<br/>After school clubs PP children targeted to attend.</p> <p>Playground and outdoor facilities - opened play sheds and friendship bench, basketball nets and playground marking to cater for a variety of sports.</p> |



|   |  |  |
|---|--|--|
| <p><b>Increase opportunities to engage parents in their children's learning</b></p> | <p><b>Increased parental engagement attendance for school events</b></p> <p><b>Increased attendance for disadvantaged children</b></p> | <p>Parent participation percentage attending:</p> <p>Parents Evening - 87.9% of PP parents attended or received a follow up phone call. Next year parents will have the option of either a virtual meeting or a face to face meeting.</p> <p>Sports Day - High turnout of parents in all year groups and participation in parent races.</p> <p>Yr 6 Musical - 96% of PP children parents attended.</p> <p>Yr 6 Leavers Celebration Assembly parent attendance 80%</p> <p>PP attendance figures<br/>2020-2021 - 94.58%<br/>2021-2022 - 94.77%</p> |
|---|--|--|

#### Session Attendance Summary for Attendance, 02/09/2021 - 17/12/2021

|                    | N1    | R      | 1      | 2      | 3      | 4      | 5      | 6      | All Years |
|--------------------|-------|--------|--------|--------|--------|--------|--------|--------|-----------|
| All                | 0.00% | 94.67% | 94.84% | 94.71% | 95.91% | 95.78% | 94.59% | 94.24% | 94.98%    |
| Pupil Premium: No  | 0.00% | 94.96% | 94.91% | 94.24% | 96.41% | 95.64% | 94.75% | 94.69% | 95.11%    |
| Pupil Premium: Yes |       | 91.03% | 94.58% | 95.92% | 94.40% | 96.11% | 94.06% | 93.17% | 94.53%    |

#### Session Attendance Summary for Attendance, 04/01/2022 - 01/04/2022

|                    | R      | 1      | 2      | 3      | 4      | 5      | 6      | All Years |
|--------------------|--------|--------|--------|--------|--------|--------|--------|-----------|
| All                | 94.24% | 94.23% | 92.71% | 93.56% | 93.22% | 93.43% | 91.77% | 93.27%    |
| Pupil Premium: No  | 95.02% | 94.62% | 92.85% | 94.12% | 93.95% | 93.19% | 92.39% | 93.77%    |
| Pupil Premium: Yes | 86.47% | 92.61% | 92.37% | 91.86% | 91.57% | 94.24% | 90.31% | 91.70%    |

#### Session Attendance Summary for Attendance, 19/04/2022 - 08/07/2022

|                    | R      | 1      | 2      | 3      | 4      | 5      | 6      | All Years |
|--------------------|--------|--------|--------|--------|--------|--------|--------|-----------|
| All                | 95.02% | 94.84% | 95.13% | 96.29% | 96.12% | 95.16% | 95.37% | 95.47%    |
| Pupil Premium: No  | 95.84% | 95.04% | 94.80% | 96.60% | 96.75% | 95.27% | 95.39% | 95.70%    |
| Pupil Premium: Yes | 85.49% | 94.03% | 95.97% | 95.33% | 94.74% | 94.79% | 95.32% | 94.77%    |

### Aug 21- July 2022

| FSM6     |     |              | All   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|-----|--------------|-------|--------|--------|--------|--------|--------|--------|
| FSM6     | 127 | School       | 93.6% | 92.8%  | 94.4%  | 94.0%  | 94.1%  | 93.9%  | 92.1%  |
|          |     | FFT National | 90.9% | 90.1%  | 90.9%  | 91.1%  | 91.2%  | 91.0%  | 90.9%  |
|          |     | Difference   | +2.7% | +2.7%  | +3.5%  | +2.9%  | +2.9%  | +2.8%  | +1.2%  |
| Not FSM6 |     |              | All   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Not FSM6 | 374 | School       | 94.4% | 94.5%  | 93.0%  | 95.7%  | 95.0%  | 94.1%  | 93.9%  |
|          |     | FFT National | 94.0% | 93.4%  | 94.0%  | 94.3%  | 94.3%  | 94.1%  | 93.9%  |
|          |     | Difference   | +0.4% | +1.1%  | -1.0%  | +1.4%  | +0.7%  | 0.0%   | 0.0%   |

Overall attendance for 2020/2021 was 96.66% including children's access to remote learning during the Spring school closure. Pupil Premium children's attendance was 94.58%. This year (2021/2022) our whole school attendance has been lower (95.47%) due to changes in coding for Covid and the decision as a school not to authorise holidays. Many families have taken

holidays during term time that were postponed due to covid. All these families have received a penalty notice.

Our PP attendance has only slightly increased to 94.77% and it has fluctuated over the year however it has remained above the national average. Attendance remains a high priority in this year's pupil premium plan.

**Pupil Premium comparison from 2018/19- 2021/22**

| KS2 results | 2018/19        | 2018/19 PP | Gap       | 2021/22                       | 2021/22 PP   | Gap       | PP gap narrowing |
|-------------|----------------|------------|-----------|-------------------------------|--------------|-----------|------------------|
| Reading     | ARE+ 57% (15%) | 28% (6%)   | 29% (9%)  | 82% (34%)                     | 74% (33%)    | 8% (1%)   | -21% (8%)        |
| Writing     | ARE+ 67% (12%) | 28% (0%)   | 39% (12%) | 80% (22%)                     | 70% (7%)     | 10% (15%) | -29%             |
| Maths       | ARE+ 66% (23%) | 44% (17%)  | 20% (6%)  | 88% (32%)                     | 78% (33%)    | 10% (+1%) | -10% (7%)        |
| Combined    | ARE+ 47% (8%)  | 22% (0%)   | 25% (8%)  | 72% (10%)                     | 63% (7%)     | 9% (3%)   | -16% (5%)        |
| KS1 results | 2018/19        | 2018/19 PP | Gap       | 2021/22                       | 2021/22 PP   | Gap       | PP gap narrowing |
| Reading     | ARE+ 57% (16%) | 18% (0%)   | 39% (16%) | 65% (12%)                     | 64% (5%)     | 1% (7%)   | -38% (9%)        |
| Writing     | ARE+ 56% (15%) | 18% (0%)   | 38% (15%) | 59% (13%)                     | 59% (14%)    | 0% (+1%)  | -38% (16%)       |
| Maths       | ARE+ 61% (15%) | 18% (0%)   | 43% (15%) | 67% (15%)                     | 55% (5%)     | 12% (10%) | -31% (5%)        |
| Phonics Y1  | 73%            |            |           | 83%                           | 67%          | 16%       |                  |
| Phonics Y2  |                |            |           | 81%-Dec<br>86% - incl retakes | 86%<br>*incl |           |                  |
| GLD         |                |            |           | 79%                           | 70%          | 9%        |                  |

- Nationally, the attainment gap of disadvantaged pupils has fallen further than other pupils, increasing the disadvantaged attainment gap

**Key Headlines (PP):**

- Attainment of PP children has risen significantly in both KS1 and KS2 in all areas.
- PP are still not performing in line with their peers, although the gap has significantly decreased.
- Number of children achieving greater depth needs to increase and will be a priority area for our SIP 22/23
- Greater depth PP children in KS1 writing marginally outperform their peers

|                      | Reading                    |                            |                            | Writing                    |                            |                            | Maths                      |                            |                            |
|----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                      | Aut                        | Spr                        | Sum                        | Aut                        | Spr                        | Sum                        | Aut                        | Spr                        | Sum                        |
| <b>Y1</b><br>PP (11) | 45%<br>(9%)                | 55%<br>(0%)                | 67%<br>(17%)               | 44%<br>(9%)                | 55%<br>(0%)                | 67%<br>(8%)                | 44%<br>(9%)                | 73%<br>(27%)               | 75%<br>(42%)               |
| Non PP               | 77%<br>(28%)               | 69%<br>(12%)               | 84%<br>(23%)               | 81%<br>(9%)                | 75%<br>(0%)                | 76%<br>(4%)                | 81%<br>(19%)               | 90%<br>(31%)               | 90%<br>(35%)               |
| <b>Gap</b>           | <b>32%</b><br><b>(19%)</b> | <b>14%</b><br><b>(12%)</b> | <b>17%</b><br><b>(6%)</b>  | <b>37%</b><br><b>(0%)</b>  | <b>20%</b><br><b>(0%)</b>  | <b>9%</b><br><b>(+4%)</b>  | <b>37%</b><br><b>(10%)</b> | <b>17%</b><br><b>(4%)</b>  | <b>15%</b><br><b>(+7%)</b> |
| <b>Y2</b><br>PP (22) | 57%<br>(0%)                | 57%<br>(0%)                | 64%<br>(5%)                | 43%<br>(0%)                | 48%<br>(0%)                | 59%<br>(14%)               | 67%<br>(0%)                | 62%<br>(0%)                | 55%<br>(5%)                |
| Non PP               | 56%<br>(4%)                | 61%<br>(11%)               | 68%<br>(20%)               | 45%<br>(2%)                | 52%<br>(9%)                | 62%<br>(14%)               | 65%<br>(9%)                | 73%<br>(21%)               | 72%<br>(20%)               |
| <b>Gap</b>           | <b>1% (4%)</b>             | <b>4%</b><br><b>(11%)</b>  | <b>4%</b><br><b>(15%)</b>  | <b>2% (2%)</b>             | <b>4% (9%)</b>             | <b>3%</b><br><b>(0%)</b>   | <b>+2%</b><br><b>(9%)</b>  | <b>11%</b><br><b>(21%)</b> | <b>17%</b><br><b>(15%)</b> |
| <b>Y3</b><br>PP (22) | 48%<br>(10%)               | 63%<br>(27%)               | 77%<br>(27%)               | 36%<br>(0%)                | 59%<br>(14%)               | 68%<br>(18%)               | 37%<br>(14%)               | 64%<br>(23%)               | 84%<br>(36%)               |
| Non PP               | 67%<br>(14%)               | 78%<br>(41%)               | 82%<br>(45%)               | 61%<br>(3%)                | 75%<br>(24%)               | 78%<br>(47%)               | 70%<br>(10%)               | 84%<br>(32%)               | 90%<br>(47%)               |
| <b>Gap</b>           | <b>19%</b><br><b>(4%)</b>  | <b>15%</b><br><b>(14%)</b> | <b>5%</b><br><b>(18%)</b>  | <b>25%</b><br><b>(3%)</b>  | <b>16%</b><br><b>(10%)</b> | <b>10%</b><br><b>(29%)</b> | <b>33%</b><br><b>(+4%)</b> | <b>20%</b><br><b>(9%)</b>  | <b>6%</b><br><b>(11%)</b>  |
| <b>Y4</b><br>PP (28) | 70%<br>(0%)                | 68%<br>(4%)                | 70%<br>(4%)                | 56%<br>(0%)                | 61%<br>(0)                 | 64%<br>(4%)                | 67%<br>(7%)                | 64%<br>(11%)               | 68%<br>(11%)               |
| Non PP               | 84%<br>(25%)               | 82%<br>(32%)               | 85%<br>(29%)               | 84%<br>(10%)               | 86%<br>(18%)               | 84%<br>(21%)               | 86%<br>(29%)               | 84%<br>(32%)               | 87%<br>(32%)               |
| <b>Gap</b>           | <b>14%</b><br><b>(25%)</b> | <b>14%</b><br><b>(28%)</b> | <b>15%</b><br><b>(25%)</b> | <b>28%</b><br><b>(10%)</b> | <b>25%</b><br><b>(18%)</b> | <b>20%</b><br><b>(17%)</b> | <b>19%</b><br><b>(22%)</b> | <b>20%</b><br><b>(21%)</b> | <b>19%</b><br><b>(21%)</b> |
| <b>Y5</b><br>PP (21) | 53%<br>(5%)                | 53%<br>(5%)                | 57%<br>(5%)                | 38%<br>(0%)                | 33%<br>(0%)                | 34%<br>(5%)                | 57%<br>(0%)                | 57%<br>(0%)                | 71%<br>(0%)                |
| Non PP               | 77%<br>(23%)               | 80%<br>(22%)               | 84%<br>(29%)               | 71%<br>(17%)               | 77%<br>(17%)               | 75%<br>(25%)               | 83%<br>(13%)               | 84%<br>(23%)               | 84%<br>(33%)               |
| <b>Gap</b>           | <b>24%</b><br><b>(18%)</b> | <b>27%</b><br><b>(17%)</b> | <b>27%</b><br><b>(24%)</b> | <b>33%</b><br><b>(17%)</b> | <b>44%</b><br><b>(17%)</b> | <b>41%</b><br><b>(20%)</b> | <b>26%</b><br><b>(13%)</b> | <b>27%</b><br><b>(23%)</b> | <b>13%</b><br><b>(33%)</b> |
| <b>Y6</b><br>PP (27) | 52%<br>(33%)               | 74%<br>(26%)               | 74%<br>(33%)               | 45%<br>(4%)                | 63%<br>(7%)                | 70%<br>(7%)                | 47%<br>(19%)               | 74%<br>(22%)               | 78%<br>(33%)               |
| Non PP               | 76%<br>(52%)               | 90%<br>(44%)               | 84%<br>(36%)               | 64%<br>(5%)                | 78%<br>(24%)               | 84%<br>(30%)               | 89%<br>(25%)               | 92%<br>(30%)               | 91%<br>(32%)               |
| <b>Gap</b>           | <b>24%</b><br><b>(19%)</b> | <b>16%</b><br><b>(18%)</b> | <b>10%</b><br><b>(3%)</b>  | <b>19%</b><br><b>(1%)</b>  | <b>15%</b><br><b>(17%)</b> | <b>14%</b><br><b>(23%)</b> | <b>42%</b><br><b>(6%)</b>  | <b>18%</b><br><b>(8%)</b>  | <b>13%</b><br><b>(+1%)</b> |

**Key Headlines:****Whole school**

- PP gap in attainment Y1 & Y3 from Aut-Sum has significantly been reduced in all core subjects
- PP gap in Y4 has not been reduced over the year as progress of these children has been limited (progress overall as a year group has been limited due to contextual factors)
- PP gap in Y5 has not been reduced in reading and maths overall since Aut-Sum
- Greater depth gap in Y1 has been reduced, however the overall GD gap across school needs to be a focus moving forwards
- Overall progress of PP children in Y3 is higher than Non PP in all areas

Our assessments and observations indicated that the well-being and mental health of our children was significantly impacted since the start of the pandemic, particularly for our pupil premium children. We used pupil premium funding to provide support for all children but also targeted interventions for those who needed it. Domestic violence has impacted a significant number of our children at some point (many over the pandemic) and as a result we have implemented our Hampton Vale Domestic Abuse Action Plan ensuring regular contact with families as well as support in school for impacted children. This continues to be a high priority on this year's plan.

## Pupil premium strategy outcomes

This details the impact of 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 |
|-----------|----------|
|           |          |
|           |          |

## 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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

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