

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	Hampton Vale Academy
Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	21% (123 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024-August 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paula Chamberlain
Pupil premium lead	Candyce Thomas
Governor / Trustee lead	David Whiles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,904.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Early Year Pupil Premium allocation this academic year	£6481.09
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	£205,385.09

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 excellent 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 to continue to ensure progress for those pupils who are already high attainers. Our whole school approach ensures all staff take responsibility for ensuring our disadvantaged learners have high expectations and achieve them.

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 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.

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 gap between pupil premium and non pupil premium children.	<ul style="list-style-type: none"> Phonics Screening results show that the percentage of disadvantaged pupils that met the expected standard is above the national average. The percentage of disadvantaged children achieving GLD has increased. KS2 external tests data show attainment progress. KS2 reading, Maths and Writing results for disadvantaged pupils close the gap towards the National Average. The percentage of PP children achieving greater depth has increased towards the National Average.
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"> A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations Less need for SEMH intervention as children progress through school
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"> Parents to attend our community engagement sessions through the community hub Increased attendance of pupil premium families in parental engagement activities offered throughout the year

	<ul style="list-style-type: none"> Continue to close the gap between attendance of non-pupil premium and pupil premium children
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost - £83,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum CPD for staff</i>	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. EEF - Characteristics of effective teacher professional development.	1,2,6
<i>Teaching Assistant Development programme - Internal CPD</i>	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 EEF - Teaching Assistant Interventions	1,2,6
<i>CPD for staff on how to engage the children in their learning through our new pedagogy. How to help pupils think about their own learning more explicitly.</i>	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. EEF - Metacognition and self regulation	1, 6

Review of phonics provision and CPD for staff as necessary	<p>There is extensive evidence that the systematic teaching of phonics is a key component of early reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phon</p>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants used across the school especially with the lower years in order to support children's learning and independence.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>EEF Teaching Assistants</p>	1, 2, 4, 6
Offer a broad and balanced curriculum that enhances cultural capital.	<p>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.</p> <p>EEF Arts Participation</p>	1,3,6
Continue, and further enhance, 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.	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	1,3
Ensure oral language intervention is a crucial part of the curriculum that is implemented through all lessons. Additional support is in place where needed	<p>There is a great deal of evidence that spoken language and verbal interaction is key to improving attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3

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

Budgeted cost - £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on how to support children who have been exposed to domestic abuse and parental conflict and to further embed school-wide norms, expectations and routines that support children's social and emotional development	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. EEF Social and Emotional Learning	4
Increased capacity within the inclusion team to ensure effective, targeted social and emotional support for specific children	Evidence shows both targeted interventions and universal approaches are needed to support social and emotional well-being EEF Social and Emotional Learning	4,5,6
Engage parents in their child's learning by offering a wide range of opportunities to support their child's learning and wellbeing	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. The introduction of the community hub will provide a team and a space whereby parents can get support and in-turn improve their child's outcomes. EEF Parental Engagement	5
Encourage improved attendance through embedding the principles of the DfE 'working together to improve school attendance' document (2024) and providing staff training as needed	Good attendance is imperative for our children to secure at least good outcomes academically, socially and emotionally. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	2,5,6

Total budgeted cost: £ 239,634

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 2023-2024 academic year.

We will further analyse the performance of our school's disadvantaged pupils in detail during the previous academic year once the official national data has been released in December 2024. We will draw on national assessment data and our own internal summative and formative assessments, to help us gauge the performance of our disadvantaged pupils further. We will compare their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). This document will then be updated accordingly.

In year one, 81% of our children passed the phonics screening test. Of our disadvantaged pupils, 64% passed (national - 68%). By the end of year 2, 90% of our children passed, which included 83% of our pupil premium children.

All children participated in a broad and balanced curriculum that included a wide range of teaching and learning in performing arts and outdoor adventure. All children take part in dance, performing arts, art, music, forest school and PE as part of our curriculum.

Attendance for 2023 was as follows. All pupils - 95.5% , non-disadvantaged - 95.92% and disadvantaged - 94.1%. This tells us that there is not a significant gap between attendance of disadvantaged and non-disadvantaged children.

The total number of children attending extra-curricular clubs last year was 310. Of these, 20% were pupil premium children..

Although the inclusion team indirectly supports all children across school by ensuring a whole school ethos and approach to inclusive practice, they specifically provided personalised support to approximately 100 children last academic year. Of these children, 63% were pupil premium pupils. This support took many different forms including working with families, liaising with external agencies, carrying out 1:1 and small group provision and supporting teachers with in-class provision.

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?	