

Pupil premium strategy statement 2024-2027

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	682
Proportion (%) of pupil premium eligible pupils	19% (132 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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paula Chamberlain
Pupil premium lead	Candyce Snuggs
Governor / Trustee lead	David Whiles

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£198,887
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Early Year Pupil Premium allocation this academic year	£12029.05
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	£205,297.05

Part A: Pupil premium strategy plan

Statement of intent

At Hampton Vale Primary Academy, our vision is to ensure that every child receives an education that enables them to achieve their full potential. All pupils experience a broad, balanced, and inclusive curriculum that prepares them for future success and fosters a deep understanding of the world around them.

Our Pupil Premium strategy focuses on raising the attainment of disadvantaged pupils while sustaining strong progress for those already achieving highly. This approach is guided by evidence-based principles recommended by the Education Endowment Foundation (EEF):

High-Quality Teaching: We prioritise consistently strong teaching across all subjects, with a focus on areas where disadvantaged pupils typically face barriers. Teachers use clear explanations, modelling, metacognitive strategies, and formative assessment to identify and address gaps in learning.

Targeted Academic Support: Disadvantaged pupils receive additional, timely support to accelerate progress, including small-group and one-to-one interventions, structured feedback, and catch-up programmes. Provision is responsive to both individual needs and common challenges, informed by ongoing monitoring and assessment.

Wider Strategies and Wellbeing: We address barriers beyond the classroom, including social, emotional, and cultural factors. This includes access to enrichment and extracurricular opportunities, social-emotional learning programmes, and strong family engagement to support learning at home.

Whole-School Accountability: All staff share responsibility for raising outcomes for disadvantaged pupils. Progress is reviewed regularly, expectations are high, and early interventions are implemented when needed.

Ambition and Challenge: Disadvantaged pupils are consistently challenged in their learning while being supported to achieve excellence. Our aim is to close attainment gaps, develop confidence and resilience, and ensure every pupil leaves school well-prepared for the next stage of their education.

Through this evidence-informed, whole-school approach, Hampton Vale Primary Academy is committed to ensuring that every disadvantaged pupil succeeds academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Vocabulary Gaps: Many disadvantaged pupils exhibit underdeveloped oral language skills and limited vocabulary from Reception through KS2, more so than their peers. <i>Strategic Implication:</i> High-quality language-rich teaching, targeted speech and language interventions, and opportunities for structured talk will be prioritised to close this gap.
2	Phonics and Early Reading Development:

	<p>Disadvantaged pupils often enter school with lower phonics knowledge, impacting reading fluency and comprehension.</p> <p><i>Strategic Implication:</i> Focused phonics support, small-group interventions, and additional reading practice will be implemented to accelerate progress in early literacy.</p>
3	<p>Limited Cultural Capital and Enrichment Opportunities:</p> <p>Many disadvantaged pupils have fewer experiences in the arts, culture, and extracurricular activities, restricting engagement with the broader curriculum.</p> <p><i>Strategic Implication:</i> Enrichment activities, cultural visits, and access to arts provision will be prioritised to broaden horizons and enhance understanding of the wider world.</p>
4	<p>Social, Emotional, and Mental Health Barriers:</p> <p>Disadvantaged pupils are more likely to experience low self-esteem, anxiety, relationship challenges, and difficulties with emotional regulation.</p> <p><i>Strategic Implication:</i> Targeted pastoral support, social-emotional learning programmes, and wellbeing interventions will be provided to ensure pupils are ready to learn and thrive.</p>
5	<p>Parental Engagement and Home Support:</p> <p>Parents of disadvantaged pupils may be less engaged, leading to lower attendance, reduced support for home learning, and limited participation in school events.</p> <p><i>Strategic Implication:</i> Strategies to strengthen parental engagement, communication, and home-learning support will be developed to reinforce school-based learning.</p>
6	<p>Persistent Attainment Gap:</p> <p>Despite national improvements, disadvantaged pupils continue to underperform compared to their peers.</p> <p><i>Strategic Implication:</i> Rigorous monitoring, high expectations, targeted interventions, and a whole-school focus on equity will be applied to close the attainment gap.</p>

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
<p>Raise Attainment and Close the Gap</p> <p><i>Intended Outcome:</i> To raise the attainment of disadvantaged pupils across the school and reduce the gap between pupil premium and non-pupil premium pupils.</p>	<p>Phonics Screening results show the percentage of disadvantaged pupils meeting the expected standard is above the national average.</p> <p>The proportion of disadvantaged pupils achieving a Good Level of Development (GLD) in Reception increases year-on-year.</p> <p>KS2 external test data show strong progress for disadvantaged pupils.</p> <p>KS2 Reading, Writing, and Maths results for disadvantaged pupils show the attainment gap closing towards the national average.</p> <p>The percentage of disadvantaged pupils achieving Greater Depth increases towards the national average.</p>

<p>Broaden Cultural Capital and Enrichment Opportunities <i>Intended Outcome:</i> To increase opportunities for disadvantaged pupils to access enrichment experiences that develop cultural capital and personal growth.</p>	<p>Significant increase in participation of disadvantaged pupils in enrichment activities, including arts, cultural visits, and extracurricular programmes.</p> <p>Pupils demonstrate increased engagement with the wider curriculum and a broader understanding of the world.</p>
<p>Improve Wellbeing and Social-Emotional Development: <i>Intended Outcome:</i> To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils, enabling them to learn effectively and thrive.</p>	<p>High levels of wellbeing evidenced through student voice, surveys, and teacher observations.</p> <p>Reduced need for social, emotional, and mental health (SEMH) interventions as pupils progress through school.</p> <p>Pupils demonstrate improved self-esteem, emotional regulation, and resilience.</p>
<p>Increase Parental Engagement and Home Support <i>Intended Outcome:</i> To strengthen parental engagement for disadvantaged families, bridging the gap between home and school learning expectations.</p>	<p>Increased attendance of pupil premium families at community engagement sessions and parental engagement activities.</p> <p>Reduction in the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>Families demonstrate greater confidence and ability to support learning at home.</p>

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 - £95,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum CPD for staff <i>- Extend the robust CPD offer and coaching programme across the whole school to include all members of staff in supporting their understanding of how best children learn and refine their practice to accelerate progress.</i> <i>- Focus on Harnessing Attention & Securing Success through: captivating communication, 100% participation, catalysing thinking, explicit teaching, responsive teaching and culture of improvement.</i></p>	<p>The EEF consistently highlights that <i>improving the quality of teaching is the single most effective lever</i> for raising outcomes for disadvantaged pupils. High-quality modelling, clear explanations, scaffolding, and structured practice particularly benefit pupils who may have weaker prior knowledge or vocabulary.</p>	<p>1,2,6</p>

	EEF - Characteristics of effective teacher professional development.	
<p>Teaching Assistant Development programme</p> <ul style="list-style-type: none"> - Extend the robust CPD offer and coaching programme across the whole school to include all members of staff in supporting their understanding of how best children learn and refine their practice to accelerate progress. - Focus on Harnessing Attention & Securing Success through: captivating communication, 100% participation, catalysing thinking, explicit teaching, responsive teaching and culture of improvement. 	<p>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</p> <p>EEF - Teaching Assistant Interventions</p>	1,2,6
<p>Strengthen Early Literacy Teaching to Raise Phonics and Reading Outcomes.</p> <p>Improve phonics instruction and early reading across EYFS and KS1 to increase the percentage of disadvantaged pupils meeting the expected standard.</p> <ul style="list-style-type: none"> -Introduce the new FFT phonics programme to further enhance our current phonics offer - Train all members of teaching and support staff on delivering high quality phonics 	<p>The EEF emphasises systematic phonics as one of the <i>most secure, evidence-backed approaches</i> to improving early reading, with significant benefits for disadvantaged pupils. Fidelity to a single SSP and precise assessment are key to ensuring early literacy gaps do not widen.</p>	1, 2
<p>Two members of staff to complete the NPQ for Leading Teaching.</p> <ul style="list-style-type: none"> - Significantly benefit disadvantaged pupils by improving the overall quality and consistency of teaching across a school 	<p>. By using evidence-based strategies, strengthening assessment practices, and ensuring lessons are well-planned and accessible, teachers can better identify and address learning gaps early. The NPQ also equips leaders to support other staff and create stable, positive classroom environments, meaning disadvantaged children receive more effective teaching every day and are less likely to fall behind.</p>	1,2,6
<p>Embed Vocabulary-Rich Teaching Across the Curriculum.</p> <ul style="list-style-type: none"> - Reduce vocabulary and language gaps by embedding explicit vocabulary teaching and structured talk opportunities in every subject. 	<p>EEF reports highlight the importance of directly teaching vocabulary and providing rich opportunities for structured talk, especially for disadvantaged pupils who often enter school with vocabulary significantly below peers. Vocabulary instruction is a "gateway" to accessing all curriculum content.</p>	1,2,6
<p>Strengthen Adaptive Teaching to Support Disadvantaged Pupils.</p> <ul style="list-style-type: none"> - Ensure disadvantaged pupils receive responsive, tailored instruction within lessons rather than relying on post-teaching interventions. - Teachers use in-lesson checking, scaffolding and feedback strategies effectively, reducing the need for later catch-up. - Monitoring shows disadvantaged pupils 	<p>EEF strongly endorses adaptive teaching – not by reducing challenge, but by providing scaffolds and support that enable all pupils to access high-level content. Adaptive teaching reduces the need for reactive catch-up interventions, which disadvantaged pupils are</p>	1,2,6

<p><i>participating actively and working at appropriately challenging levels.</i></p> <ul style="list-style-type: none"> - Improved progress data for disadvantaged pupils in reading, writing and maths across all year groups. 	<p><i>statistically more likely to require.</i></p>	
<p>Enhance Use of Formative Assessment to Identify Gaps Early.</p> <ul style="list-style-type: none"> - Strengthen staff expertise in assessing learning in real time to identify misconceptions early and prevent widening gaps. - Teachers use hinge questions, low-stakes quizzes and live marking regularly. - Progress review meetings show teachers can clearly identify disadvantaged pupils' gaps and next steps. - Termly assessments show reduced variation between disadvantaged and non-disadvantaged pupils. 	<p><i>EEF emphasises that frequent checking for understanding and responsive, real-time assessment prevent small misconceptions from turning into long-term gaps. This is especially impactful for disadvantaged pupils who may lack the external structures to close gaps at home.</i></p>	1,2,6

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

Budgeted cost: £94,797.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maximise Impact of Teaching Assistants to Support Disadvantaged Pupils.</p> <p>Ensure all teaching assistants are deployed effectively across the school to support disadvantaged pupils, enhancing learning in class and through structured interventions.</p>	<p>The EEF highlights that TAs can significantly improve outcomes for disadvantaged pupils when deployed carefully, with high-quality training, clear objectives, and integration into classroom teaching rather than being used solely for cover or reactive support.</p>	1, 2, 4, 6
<p>Broaden Curriculum Access and Enhance Cultural Capital.</p> <p>Ensure all disadvantaged pupils have access to a broad, balanced curriculum enriched with cultural, artistic, and outdoor experiences that develop knowledge, skills, and understanding beyond the classroom.</p>	<p>The EEF highlights that broadening cultural experiences can improve engagement, motivation, and learning outcomes. Disadvantaged pupils often have fewer opportunities outside school; structured enrichment supports the development of cultural capital and helps close opportunity gaps.</p>	1,3,6
<p>Expand Enrichment and Outdoor Learning Opportunities</p> <p>Continue, and further enhance, the number and range of enrichment and outdoor learning experiences available to disadvantaged pupils, ensuring these opportunities deepen their understanding of the world and promote personal development.</p>	<p>Evidence shows that cultural, artistic, and outdoor experiences increase engagement, resilience, and transferable skills. Disadvantaged pupils benefit disproportionately, as these experiences can help close opportunity gaps and enhance cultural capital.</p>	1,3

Improve Reading Outcomes Through Targeted Interventions. - Ensure disadvantaged pupils who are below age-related expectations receive targeted support in reading through structured small-group interventions or 1:1 tutoring.	EEF shows that structured, evidence-based interventions accelerate progress for disadvantaged pupils, particularly when delivered by trained staff and closely monitored.	1,2,6
Accelerate Maths Progress Through Targeted Support. Provide disadvantaged pupils below age-related expectations with structured small-group or 1:1 maths interventions focusing on identified gaps.	Structured small-group support focused on gaps in learning is highly effective for disadvantaged pupils in maths, particularly when interventions are explicit, targeted, and regularly reviewed.	6
Phonics Catch-Up for Early Readers. Disadvantaged pupils who did not meet the expected standard in Year 1 phonics will receive targeted catch-up support in Year 2 and Year 3.	Evidence shows that targeted phonics interventions in small groups or 1:1 accelerate progress for pupils falling behind, especially disadvantaged pupils.	1,2,6
Targeted Writing Support Provide disadvantaged pupils with structured writing interventions to develop sentence structure, grammar, and composition skills. -Implement the recommendations from the New Writing Framework to review our current writing curriculum and have a targeted focus on developing fluency in the foundational knowledge of writing a sentence.	Targeted, structured support focusing on skills gaps is more effective than generic whole-class support for disadvantaged pupils.	1,2,6
Tutoring and 1:1 Support for Key Stage 2 Pupils Use structured tutoring (small group or 1:1) to accelerate progress for disadvantaged pupils in Year 6 to improve outcomes in Reading, Writing, and Maths ahead of statutory assessments.	EEF Rapid Evidence Assessment shows tutoring is highly effective for disadvantaged pupils, particularly when aligned with classroom teaching and delivered by trained staff.	6
Structured Intervention for Socially and Emotionally Vulnerable Pupils Disadvantaged pupils with SEMH barriers affecting learning will receive targeted academic support integrated with pastoral care, to ensure they can access interventions effectively.	Academic progress is maximised when interventions are delivered alongside SEMH support, ensuring pupils can engage and sustain learning.	4.6

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

Budgeted cost - £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen Parental Engagement to Support Learning Increase the engagement of disadvantaged families in school life to support learning, attendance, and wellbeing.	<p>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.</p> <p>The introduction of the community hub will provide a team and a space whereby parents can get support and</p>	5

	in-turn improve their child's outcomes. <u>EEF Parental Engagement</u>	
<p>Improve Attendance for Disadvantaged Pupils.</p> <p>Continue to maintain high attendance for all pupils, with a focus on ensuring disadvantaged pupils attend school regularly.</p>	<p>The EEF notes that consistent attendance is a prerequisite for learning; engaging parents and removing barriers supports disadvantaged pupils in accessing high-quality teaching.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	2,5,6
<p>Promote Positive Behaviour and Engagement</p> <p>Ensure disadvantaged pupils are fully engaged in learning and demonstrate positive behaviour through consistent whole-school systems and targeted support.</p>	Structured, consistent approaches to behaviour management, combined with targeted support, improve learning outcomes and engagement for disadvantaged pupils.	4,6,3
<p>Provide Free Breakfast Club for Targeted Vulnerable Families</p> <p>Offer a free breakfast club to targeted disadvantaged pupils to improve attendance, punctuality, readiness to learn, and engagement.</p>	Evidence shows that breakfast provision supports learning by improving concentration, attendance, and social readiness for disadvantaged pupils, particularly those facing multiple barriers.	4,5,6
<p>Establish a Fortnightly Baby Group for Targeted Disadvantaged Families</p> <p>Run a fortnightly baby group for targeted disadvantaged families to increase community engagement, strengthen home-school relationships, and support early learning development.</p>	EEF research shows that engaging parents from the earliest stages of their child's learning improves long-term educational outcomes, supports social and emotional development, and reduces opportunity gaps for disadvantaged pupils.	4,5,6

Total budgeted cost: £205,297.05

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 2024-2025 academic year.

1. Key Academic Achievements

Due to the timing of national data releases, full official KS2 performance data for 2024/25 will be available in December 2025. In the meantime, we have drawn on national assessment benchmarks alongside our internal summative and formative assessments to evaluate the performance of our disadvantaged pupils. We will continue to compare their outcomes with those of disadvantaged and non-disadvantaged pupils nationally, locally, and within our own school. It is important to note that the cohort's progress has been influenced by disruptions to learning caused by Covid-19, which affected pupils differently across schools and year groups.

KS2 Attainment:

- In a cohort of 30 disadvantaged pupils, 47% achieved the expected standard in combined Reading, Writing, and Maths, compared with 57% for the whole cohort and 67% nationally.
- 7% of disadvantaged pupils achieved Greater Depth in combined subjects, compared with 10% nationally for disadvantaged pupils.

Phonics Screening:

- **2023-2024 Year 1:** 81% of all pupils passed the phonics screening test; 64% of disadvantaged pupils passed (national benchmark: 68%).
- **2023-2024 Year 2:** 90% of all pupils passed; 83% of disadvantaged pupils passed (national benchmark: 89%; disadvantaged: 67%).
- **2024-2025 Year 1:** 84% of children passed; 76% of these were disadvantaged.
- **2024-2025 Year 2:** 86% of children passed; 74% of those were disadvantaged.

These results demonstrate that, although disadvantaged pupils continue to perform below national averages, there is evidence of progress, particularly in phonics, where outcomes exceed the national average for disadvantaged pupils in some areas.

2. Wider Outcomes and Enrichment

All pupils participated in a broad and balanced curriculum that included a wide range of teaching and learning in performing arts and outdoor adventure. All children accessed dance, performing arts, art, music, Forest School, and PE as part of the core curriculum.

- A total of 290 pupils participated in extra-curricular clubs last year, of which 22% were disadvantaged pupils.
- The Inclusion Team provided targeted support to approximately 135 pupils, 72% of whom were disadvantaged. Support included liaising with families and external agencies, delivering 1:1 and small group interventions, and supporting teachers with in-class provision.

Attendance remains strong across the school:

- All pupils: 95.90%
- Non-disadvantaged pupils: 96.67%

- Disadvantaged pupils: 93.681%

This indicates that there is no significant gap between attendance for disadvantaged and non-disadvantaged pupils, demonstrating sustained engagement with school.

Parental engagement has also improved: parents of disadvantaged pupils attended events, parents' evenings, and school experiences. Where in-person attendance was not possible, alternative arrangements such as telephone consultations were provided. Families were also supported in accessing uniform and other school resources, helping to remove potential barriers to engagement.

3. Areas for Development

While progress has been made, the attainment gap between disadvantaged pupils and their peers remains. In particular:

- KS2 combined Reading, Writing, and Maths outcomes for disadvantaged pupils remain below national averages.
- Greater Depth outcomes for disadvantaged pupils remain slightly below national benchmarks.
- Participation in extra-curricular activities by disadvantaged pupils, while improved, is still lower than their peers.

These areas highlight the ongoing need for targeted teaching, pastoral support, and strategies to increase engagement in enrichment activities.

4. Impact of Interventions and Strategies

The strategies implemented during 2024/25 have demonstrated a positive impact:

- Targeted phonics interventions have supported accelerated progress for disadvantaged pupils.
- The Inclusion Team's personalised support has helped pupils overcome barriers to learning, including social, emotional, and family-related challenges.
- The broad curriculum and enrichment opportunities have increased engagement, cultural capital, and participation in performing arts and physical activities.
- Parental engagement strategies, including flexible meeting arrangements and support with school resources, have strengthened home-school relationships and helped to ensure disadvantaged pupils are supported outside the classroom.

Overall, the academic year 2024/25 shows clear evidence of progress in both academic and wider outcomes for disadvantaged pupils, while highlighting areas where continued focus is required to close remaining gaps.