

Pupil premium strategy statement Hope Hamilton CE Primary School 2025-28

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers	Nov 2025-28
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Local Governing Board
Pupil premium lead	Fiona Brooks
Governor / Trustee lead	Stephen Wadsworth

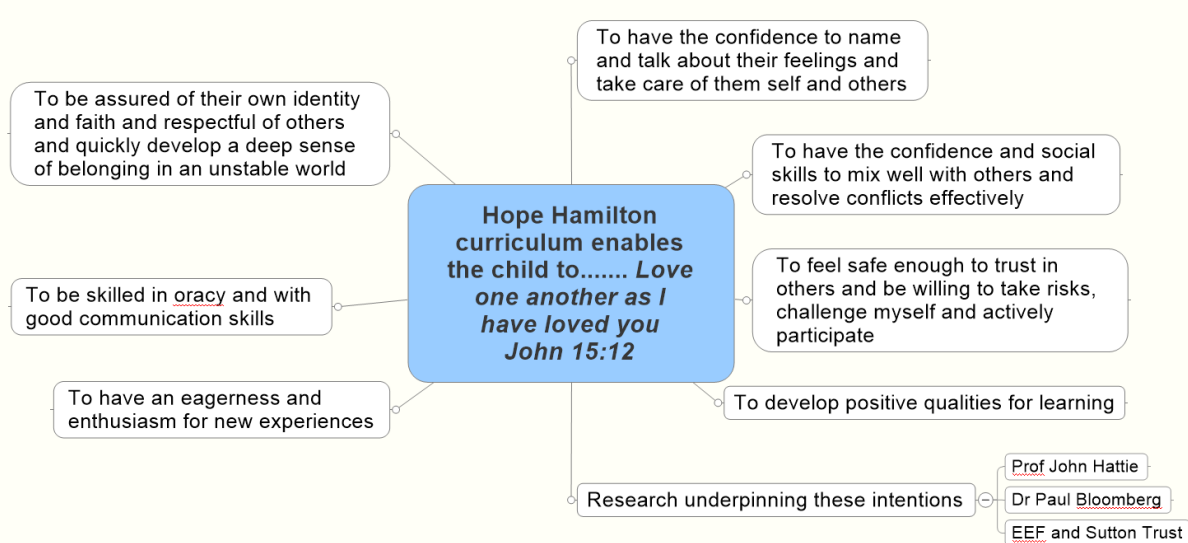
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154, 530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£154, 530

Part A: Pupil premium strategy plan

Statement of intent

As a Church school, we are particularly motivated to pursue equity and equality of opportunity for all children as we strive to live out our school Christian *vision 'Love one another as I have loved you'* John 15:12. The pupil premium strategy ensures that all children get the provision they need to close learning gaps. The strategy addresses the 'whole child' – their basic needs and readiness for learning, as well as their academic performance.



Facilitating the development of children's language and vocabulary is the key to unlocking their achievement in other areas. Dispositions are fundamental to learning success. We see the pupil premium grant as an opportunity not a judgement and we use this opportunity to focus on what is in our school gift, following Dylan Wiliam's (2018) assertion that *'Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity'*. Teaching strategies that enable equity will ensure that, with time, those children are as successful as their peers. As our Trustee, John Dunford (2016) notes, *'Excellent teaching disproportionately helps disadvantaged learners'*.

Although the number of disadvantaged children is close to average, there are a significant amount of families who are just below this point and therefore also benefit from the provision within our gift. As stability is below average, part of our strategy involves swift and thorough induction and intentional analysis of the gaps in foundational learning so that children can get up to speed quickly alongside their peers. The Christian vision helps them to assimilate in a short time and to feel the sense of belonging that leads to good progress.

Our analysis shows that many of our children eligible for PPG are the children of economic migrants working in the NHS, caring roles or hospitality. They are often families with more than three children and both working parents share the childcare between their shifts, leaving little time or finances for extra-curricular activities. Often special educational needs of one or more siblings add pressure to family life. Attendance can be affected by travel abroad to visit or care

for family, which also adds to financial pressure and the ability to manage extra-curricular activities.

Whilst our children in receipt of pupil premium tend to have few social difficulties as they come from larger families and have lived in other countries or areas before, their frequent moves or SEND can sometimes affect their emotional development or positive concept of themselves as a learner. Levels of English as an additional language can also negatively impact on self esteem and learner agency so, as well as the Christian vision developing belonging, we deliberately work on the children's learner capabilities and passivity, where appropriate.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	97	93.8%	92.6%	Close to average	Relative decline
2023/24	85	93.4%	92.0%	Above	Relative decline
2022/23	91	94.1%	91.6%	Above	Relative improvement
2018/19	57	94.6%	94.4%	Close to average	Not available

Attendance of pupils eligible for PPG has yet to fully return to pre-pandemic levels, although this is moving in the right direction and generally sits most years at a 1% deficit compared with children not eligible for PPG. Attendance monitoring over time in recent years was complicated by moving from one Trust to another. Things have now settled and systems are supportive of improving attendance.

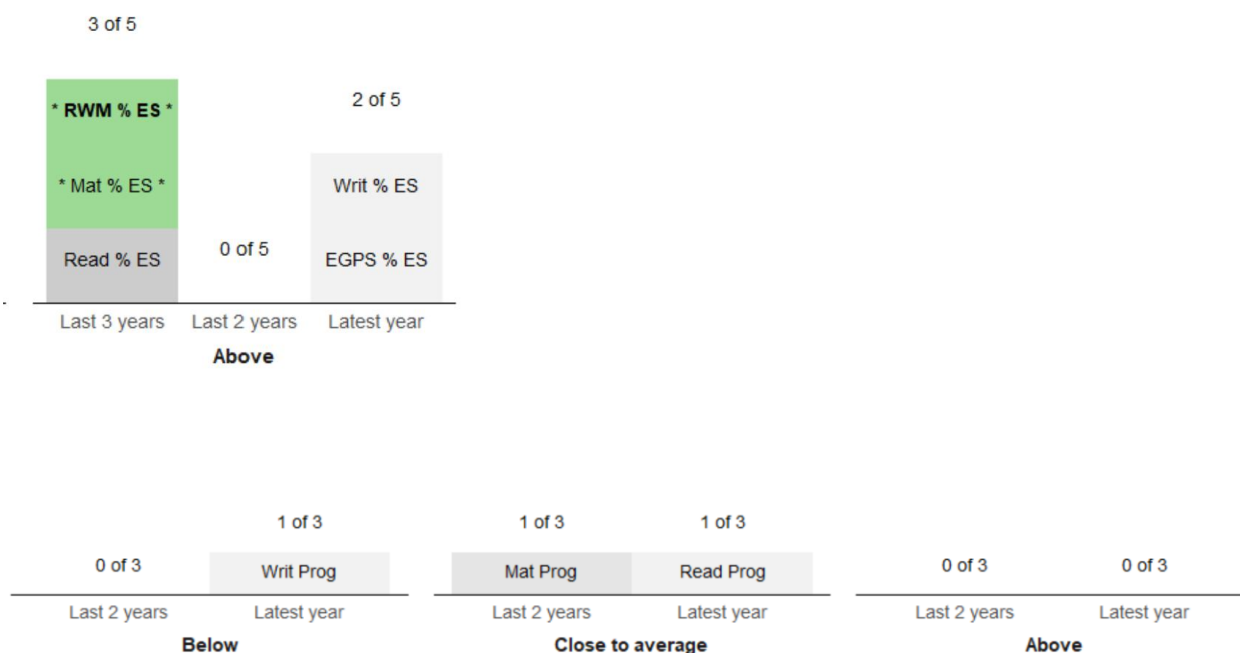
FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend
2024/25	97	19.6%	24.4%	Close to average (non-sig)	No sig change
2023/24	85	21.2%	27.1%	Close to average (non-sig)	No sig change
2022/23	91	14.3%	29.3%	Below (sig-)	No sig change
2018/19	57	19.3%	16.1%	Close to average (non-sig)	Not available

Whilst there is always work to do in relation to persistent absence, the percentage is very close to pre-pandemic level. We continue to work to improve to the figure of the best year recorded.

Attainment

Children eligible for PPG generally attain well in RWM due to the thorough gap analysis and good teaching available to them. Parents are supportive of the school and want their children to achieve. We aspire to above average progress, which is sometimes for difficult to attain for recent entrants who are still learning English and/or closing prior learning gaps.



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	45	69%	46%	Above (sig+)	68%	1	Not applicable
2025	17	76%	47%	Above (sig+)	69%	7	Positive gap
2024	9	67%	46%	Above (non-sig)	67%	-1	Narrowing
2023	19	63%	44%	Above (non-sig)	66%	-3	Not available

Challenges

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

Challenge number	Detail of challenge
1	Improving attainment and accelerating progress, especially in writing (although this significantly reduced over the duration of the previous strategy) - <i>Data analysis shows a -6% difference (ave. over last 3 yrs) between children in receipt of PPG and those not in both reading and writing and a -3% gap in maths.</i> - <i>Data analysis shows writing progress at the end of KS2 has sometimes been below average for those in receipt of PPG.</i>
2	Ensuring good attendance and punctuality so learning is maximised - <i>Data shows attendance is generally 1% higher for those not in receipt of PPG</i> - <i>Data shows a very small minority of children with SEND (4) in receipt of PPG need more support to attend well.</i>
3	Ensuring effective and thorough induction to the school or transition between year groups as school stability is below average - <i>Analysis shows that 29% of the children eligible for PPG entered the school later than their year group peers</i> - <i>IDSR shows that stability is 79%</i>
4	Ensuring good Social, Emotional and Mental Health (SEMH) and positive concept of themselves as a learner - <i>Data shows 24% of children in receipt of PPG need some SEMH support</i> - <i>Data shows 21% of children in receipt of PPG score below average in the Myself As A Learner Scale</i>
5	Broadening life experiences & responsibilities to support cultural capital & language development - <i>Data shows 45% of children in receipt of PPG access out of school activities</i> - <i>Participating in extra-curricular sports clubs 2024/25</i> <i>Year 1/2 - 24/25 children (96%)</i> <i>Year 3/4 - 27/34 children (79%)</i> <i>Year 5/6 - 27/32 children (84%)</i> - <i>Representing the school in inter-school sports competition 2024/25</i> <i>Year 3/4 - 14/34 children (41%)</i> <i>Year 5/6 - 22/32 children (69%)</i>

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
Attainment of children in receipt of PPG is improving over time in reading, writing and maths.	<u>Immediate improvements e.g. 1 year</u> IDSR Writing progress at the end of KS2 is at least close to average. Grid analysis shows positive impact of writing conferencing on attainment. <u>Medium term improvements e.g. 2 years</u> Data analysis shows the gap between those in receipt of pupil premium and not, who have been on roll for 2+ years, closes to below 5% in Writing and Reading (currently 6%) and 3% in Maths (currently 4%)

	PiXL QLA grids show improvements in reading and maths for at least 50% of relevant children in receipt of PPG. <u>Longer term improvements e.g. 3 years</u> Data analysis shows the gap between those in receipt of pupil premium and not, who have been on roll for 2+ years, closes to below 3% in Writing and Reading (currently 6%) and 2% in Maths (currently 4%) PiXL QLA grids show improvements in reading and maths for at least 80% of relevant children in receipt of PPG.
All children in receipt of PPG have good or better attendance.	<u>Immediate improvements e.g. 1 year</u> All children in receipt of the PPG show improving attendance over the academic year so they do not finish persistently absent. <u>Medium term improvements e.g. 2 years</u> At least 60% of children in receipt of PPG have good attendance of at least 96% and none are persistently absent at the end of the year. <u>Longer term improvements e.g. 3 years</u> At least 80% of children in receipt of PPG have good attendance of at least 96% and none are persistently absent at the end of the year.
Induction and transition pathways are intentional and effective and support improving learning.	<u>Immediate improvements e.g. 1 year</u> Whole school Inclusion Framework is formulated including an effective universal and tiered offer for induction and transition. <u>Medium term improvements e.g. 2 years</u> Inclusion Framework and other documents evidence positive application of the induction & transition pathway in children moving down to the universal offer over the year. <u>Longer term improvements e.g. 3 years</u> Inclusion Framework and other documents evidence positive application of the induction & transition pathway in gaps in foundational learning being effectively identified and filled through a range of relevant activities.
A rich SEMH support offer enables positive improvements in attainment and progress and scores in at least the average range of the Myself As A Learner Scale.	<u>Immediate improvements e.g. 1 year</u> All PPG children who need SEMH support complete a relevant school-based intervention e.g. Play Therapy, Calm Clinic, MHST or parent counselling. At least 80% of children in receipt of PPG have at least an average MALS score. <u>Medium term improvements e.g. 2 years</u> A range of evidence shows that pastoral SEMH interventions (as above) are embedded and effective. At least 85% of children in receipt of PPG have at least an average range MALS score. <u>Longer term improvements e.g. 3 years</u> At least 90% of children in receipt of PPG have at least an average range MALS score.
All children in receipt of PPG have access to a range of after-school activities and in-school responsibilities.	<u>Immediate improvements e.g. 1 year</u> All children in receipt of PPG have access to at least one after-school club over the year All PPG children fulfil at least one school responsibility over the year <u>Medium term improvements e.g. 2 years</u> Analysis shows improvements in the % of children in receipt of PPG representing the school in sports competitions Pupil voice shows positive impact of fulfilling responsibilities <u>Longer term improvements e.g. 3 years</u> Analysis shows further improvements in the % of children in receipt of PPG representing the school in sports competitions Analysis shows improvements to system as a result of pupil voice activity

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IRIS Connect coaching pathways and group development tools	IRIS Connect: Developing classroom dialogue and feedback... EEF	1
Impact Teams development work	Research of Prof John Hattie – work began from Visible Learning programme http://visible-learning.org/2009/02/visible-learning-meta-study/	1
Trust Under-resourced CPD programme	LearnAT Trust development work based on work of Lee Elliot-Major and Marc Rowland.	1
Diocese Unconscious bias training	20-12-14 UBT BIT report.pdf	1
Strategic Leadership of English city Network	Ofsted English Review https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english	1
Maths Hub Network	www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL and related therapies/interventions	PiXL Members Area	1
Insight tracking software	Insight Reviews & Case Studies From Our Customers	1, 3
Literacy Gold	Engaging Eyes Results	1

Writing conferencing with SLT who are LA moderators	EEF guidance report on feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1
Targeted teacher intervention time	PiXL Members Area	1, 3

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

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Education Welfare Officer support	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	2
Mental health activities: Mental Health Support Team, Calm Clinic, Play Therapy, Parental counselling, Pastoral support TA time	www.nice.org.uk/guidance/ng223/resources/social-emotional-and-mental- wellbeing-in-primaryand-secondary-education-pdf-66143833987525 www.mentallyhealthyschools.org.uk/whole-school-approach/?altTemplate=LearnMore	3, 4
Breakfast club subsidy	www.nice.org.uk/guidance/ng223/resources/social-emotional-and-mental- wellbeing-in-primaryand-secondary-education-pdf-66143833987525 www.mentallyhealthyschools.org.uk/whole-school-approach/?altTemplate=LearnMore	4
Trips and visits subsidy	Research of Averil Coxhead https://doi.org/10.5054/tq.2011.254528 Work of Alex Quigley https://www.taylorfrancis.com/books/mono/10.4324/9781315113272/closing-vocabulary-gap-alex-quigley	5

Total budgeted cost: £154, 530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See previous PPG Strategy Document 2022-25