

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	Hope Hamilton CE Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	17.7% now 20% now 23% now 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 23 2023 – 24 2024 – 25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	LGB Dec 25
Pupil premium lead	Fiona Brooks
Governor / Trustee lead	Stephen Wadsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£125,130

Part A: Pupil premium strategy plan

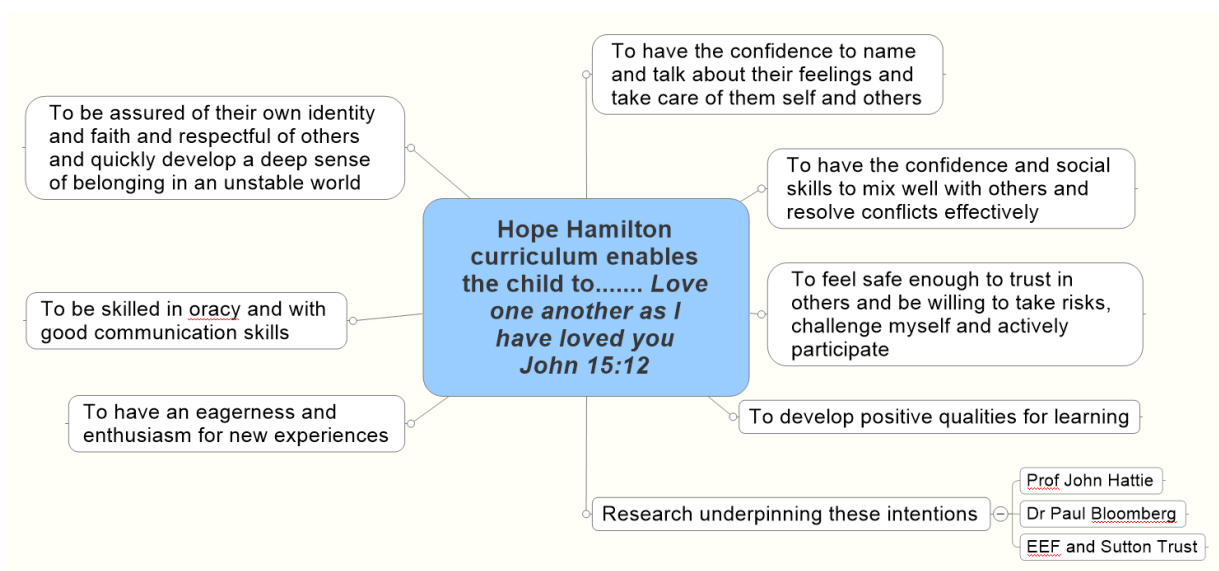
Statement of intent

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 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.

We have broadened and deepened our Pupil Premium Strategy, following Wiliam's assertion (2018) 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'.

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.

Our aspirations for our children in receipt of the pupil premium are the same as for all our children. Teaching strategies that enable equity will ensure that, with time, those children are as successful as their peers.



Challenges

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

No.	Detail of challenge
1	Improvement of attainment and accelerating progress, especially in writing - Data analysis shows a 14% difference between children in receipt of PPG and those not.
2	Development of academic language and vocabulary
3	Exposure to the wider world (trips, visits, places of interest, after school clubs and sporting fixtures) to broaden life experience and further develop language
4	Development of assessment capability, learner agency, metacognition and attitudes that impact profoundly on learning
5	Ensuring good attendance and punctuality so learning is maximised - Data shows attendance is generally 1% higher for those not in receipt of PPG
6	Ensuring good Social, Emotional and Mental Health (SEMH)

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 outcomes by the end of the 3 year strategy	Success criteria Green – achieved Yellow – in process
Attainment of children in receipt of PPG is improving over time in reading, writing and maths.	<u>Immediate improvements e.g. 1 year</u> Data analysis shows the gap between those in receipt of pupil premium and not is closing. <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, continues to close to no more than 10% in Writing (currently 16%, currently 8%, currently 6.7%, currently 3%), 5% in Reading (currently 9%, currently 7%, currently 6.7%, currently 5%) and 1% in Maths (currently 2.2%, currently 2.8%, currently 1.7%, currently 4%). Data analysis shows children in receipt of pupil premium, who are not yet at ARE, make accelerated progress from their starting points, particularly in writing. (80% of these have made accelerated progress – taking out high level SEND chn) (89% made accelerated progress not including those with high level SEND) <u>Longer term improvements e.g. 3 years</u> Data analysis shows the gap between those in receipt of pupil premium and not, reduces to no more than 5% in Writing, 2.5% in Reading and 0.5% in Maths. Data analysis shows children in receipt of pupil premium, who are not yet at ARE, make accelerated progress from their starting points, in reading, writing and maths.
Children in receipt of PPG have well-developed language and vocabulary	<u>Immediate improvements e.g. 1 year</u> Observations show children in receipt of pupil premium engaging well with speaking and listening and explicit tier 2 and 3 vocabulary building activities. <u>Medium term improvements e.g. 2 years</u> Observations and analysis of speaking and listening objectives show children in receipt of the PPG are beginning to close the attainment gap in speaking and listening, with children not in receipt of PPG. (Narrowed to 5.2%) narrowed to 4% Writing scrutiny shows children in receipt of PPG begin to independently use tier 2 and 3 vocabulary in their work.

	<u>Longer term improvements e.g. 3 years</u> Observations and analysis of speaking and listening objectives and data show children in receipt of the PPG achieve as well in speaking and listening as the children not in receipt of PPG. The attainment gap between children in receipt of the PPG and children not, in speaking and listening data is equal to, or better than, the attainment gap in reading data. Writing scrutiny shows all children in receipt of PPG independently use tier 2 and 3 vocabulary in their work.
All children in receipt of PPG show good assessment capability and attitudes to learning	<u>Immediate improvements e.g. 1 year</u> Observations show all children in receipt of PPG have improving engagement with and attitudes to learning. Observations show an increasing number of children in receipt of PPG applying the school learner characteristics over the year. <u>Medium term improvements e.g. 2 years</u> Analysis of Myself As A Learner Scale (MALS) results show an improving picture for children in receipt of PPG. Observations show all children in receipt of PPG applying school learner characteristics consistently in class. <u>Longer term improvements e.g. 3 years</u> Analysis of MALS data shows at least 60% of children in receipt of PPG have better baseline scores than last year.
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 due to school systems and EWO support. No more than 25% of children in receipt of the PPG are persistently absent. Currently 15.5% <u>Medium term improvements e.g. 2 years</u> (All parents of children in receipt of PPG respond to texts that alert them to falling attendance with action that leads to improvement.) No more than 20% of children in receipt of the PPG are persistently absent. The attendance gap between those in receipt and those not in receipt of the PPG is closing to no more than 0.8%. (0.8% difference) (1% difference)(1.4% difference) <u>Longer term improvements e.g. 3 years</u> The work of CAWs education welfare shows improvements in individual cases where attendance or punctuality has been difficult to affect via school processes. Only those with enduring medical needs or unusual circumstances are persistently absent. All children in receipt of the PPG have good or better attendance (96+%).
All children in receipt of PPG have good social, emotional and mental health.	<u>Immediate improvements e.g. 1 year</u> Pastoral lists show children in receipt of PPG are supported when need arises until evaluation shows they no longer require support. <u>Medium term improvements e.g. 2 years</u> The amount of support needed for each child in receipt of PPG is reducing over the academic year. (Children in receipt of PPG are beginning to independently access school based support systems as shown in pastoral notes). <u>Longer term improvements e.g. 3 years</u> Observations and meeting minutes show children in receipt of PPG access support systems as a matter of course and benefit from this support. Pastoral lists and case studies over time show children in receipt of the PPG consistently need less learning mentor support to thrive.

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving provision for language and vocabulary development</i>	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	2
<i>Improving quality of feedback through implementation of feedback policy</i>	EEF guidance report on feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Research of Prof John Hattie http://visible-learning.org/2009/02/visible-learning-meta-study/	1, 4
<i>Floppy's Phonics Scheme training implementation</i>	https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-sounds-and-letters/?region=uk	1, 2
<i>Leading Reading training, Closing the Gap training, Strategic Leadership of English network,</i>	Inference Training research – Cain and Oakhill 2007 https://psycnet.apa.org/record/2007-05218-002 Ofsted English Review https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english The work of Jo Puttick - Parks Primary	1, 2
<i>Leadership time used for training and research to facilitate effective Impact Teams meetings</i>	Research and work of Dr Paul Bloomberg https://books.google.co.uk/books?hl=en&lr=&id=6N4mDQAAQBAJ&oi=fnd&pg=PP1&dq=research+dr+paul+bloomberg&ots=Vzdf4TBSbG&sig=v8MmAvQ4U4_Ktcc9g4U2RJh6QzI#v=onepage&q=research%20dr%20paul%20bloomberg&f=false	1, 4
<i>Early Reading Training Hub</i>	Ofsted English Review https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english	1, 2
<i>Mastering Number NCETM Training Hub</i>	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted class teacher support one to one or in small groups to close learning gaps following ongoing learning assessment</i>	The EEF and Sutton Trust guidance reports on feedback, metacognition, literacy and mathematics. The school's own evidence from pupil progress meetings and phase meetings supports this.	1, 2, 4, 6
<i>Learning mentor intervention</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 4, 5, 6
<i>Let's Talk sessions, Fun Time intervention</i>	https://www.researchgate.net/publication/331227045_Let's_Talk_An_interactive_intervention_to_support_children's_language_development https://www.lboro.ac.uk/media/media/nursery/downloads/fun-time-handbook.pdf	1, 2, 6
<i>KS2 phonics interventions</i>	Ofsted English Review https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-sounds-and-letters/?region=uk	1, 2
<i>Targeted Teacher/ TA/ HLTA one to one or in small groups to close learning gaps following ongoing learning assessment</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback http://visible-learning.org/2009/02/visible-learning-meta-study/	1, 2, 4, 6

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

Budgeted cost: £41,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individualised follow up to improve attendance including through text message alerts.</i>	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	5
<i>Targeted learning mentor support following baseline assessment of need</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	6
<i>Subsidy for trips, visits and extra-curricular activities</i>	Research of Avril Coxhead and work of Alex Quigley – see above	3
<i>Attendance network</i>	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	5

Total budgeted cost: £125,130

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. Comments on academic year 2022-23 are shown in red, 2023-24 are shown in green.

Intended Outcome - The achievement gap between PPG and non PPG children is closing

Data analysis shows that the gap between children in receipt of the pupil premium grant and those not narrowed last year by 4.4% in reading, 4.5% in writing and 1.2% in maths and therefore we were on track to meet our outcome of 'closing the gap'.

This was in line with our expectations as writing had the biggest starting gap and maths the smallest, so this trend continued. Analysis suggests this was due to EAL children in receipt of PPG being better able to access maths than English due to language and the enduring challenges of developing language and vocabulary for writing through reading which can take longer than quicker maths interventions to plug learning gaps.

The strategy has been refined this year to be much more detailed in the measurable success criteria of this gap closing and by giving mid-way check-in points.

Data analysis shows the attainment gap continues to narrow to 6.7% in reading and writing and 1.7% in maths. Although positive that the gap is narrowing, the pace slowed compared with the first year of the strategy. It is highly likely that this reflects the reduced capacity noted in general comments and we would look to improving this next year in order to meet the success criteria set.

Whilst some of the data analysed in relation to this outcome appears positive, it should be noted that due to the change in data programme, it may not all be as valid and reliable as in previous years, as different systems are being compared. The gap in reading and writing continued to close and met the longer-term success criteria of this outcome. In maths, the gap was closing and then in the final year widened. This is in-line with the usual pattern of maths having a smaller gap and being the stronger subject. We have also done a lot of development work in maths which has strengthened practice and brought a lot more alignment, which is not reflected in this wider gap. It is noted that the maths gap was more changeable over the span of the strategy and may have been affected by being much smaller in the first place. Low stability of the school is also a factor to take into account with all data, which was mitigated but not eliminated by the 2-years on roll approach to analysis.

The attainment gap will continue to be addressed as a priority in the next strategy.

Intended outcome - Ensure PPG children make at least good progress from their starting points

Data analysis shows that:

80% of progress targets were met in reading for those in receipt of PPG.

82% of progress targets were met in writing for those in receipt of PPG.

85% of progress targets were met in maths for those in receipt of PPG.

Therefore, analysis shows we were on track to meet our intended outcomes although the picture was better in maths than reading and writing which reflects the same commentary as above. The strategy has been refined for this year to include targets for accelerated progress for children in receipt of PPG, where there are no specific learning difficulties noted.

On average this year the percentage of children making accelerated progress improved to 89% and some of this will be accounted for by removing children with special educational needs from the analysis. These children are tracked separately and rigorously from their own starting points.

We were not able to compare the percentage of targets met this year due to the new tracking system which holds different data.

Intended outcome - Children in receipt of PPG have well-developed language and vocabulary

This gap has also narrowed compared with last year and is now narrower than the reading gap. This is due to specific language and vocabulary provision across the core and wider curriculum, opportunities for performance and debate and pastoral provision. Next year we will continue to address this priority through adaptation in all

aspects of the curriculum. Observations of mathematics lessons at the end of the year by School Improvement Leicester colleagues and another School Improvement Advisor positively showed ongoing work on gesture and reasoning through talk and a need to refine our expectations for paired talk, which we will work on next year. In depth analysis of this outcome was also affected, as above, by the change of data systems. We were unable to compare the gap in speaking and listening attainment. However, scrutiny of work did show children in receipt of PPG independently using tier 2 and 3 words in their independent writing. This was achieved through the approach to vocabulary teaching, use of working walls and the planning and drafting process of the writing sequence. This will continue to be woven into the curriculum moving forwards as it is very relevant in our context of high levels of EAL learners.

Intended outcome - Attendance of PPG children equals that of non-PPG children

The success criteria for this outcome, that 'attendance data analysis shows improvements over time', was met as every child in receipt of PPG improved their attendance over the year. However, a significant group of children remained persistently absent and those with the lowest attendance and the greatest parental consequences of this all received the PPG.

The strategy aims were successful in that these attendance improvements resulted in the attendance figure of children in receipt of PPG equalling those not. However, on further analysis, some of this success was, in part, due to the unauthorised holidays of children not in receipt of PPG. Therefore, success criteria have been updated in this year's plan to reflect a quantified measure of persistent absence reduction and attendance 'gap'.

Positive general progress towards the intended outcome is also evident from this IDSR data:

Overall absence in summer 2021 for pupils in receipt of free school meals (3.6%) was in the **lowest** 20% of all schools. In autumn 2020 overall absence for pupils in receipt of free school meals (3.3%) was in the **lowest** 20% of all schools. Persistent absence in summer 2021 for pupils in receipt of free school meals (7.6%) was in the **lowest** 20% of all schools.

Again, attendance improved over time on an individual child basis for the majority of cases, although this was affected by the change of Trust and systems as mentioned below. We will reinvigorate our processes this year to rigorously follow up lack of good attendance. We have also made different provision to intervene when school processes have not prompted improvement by employing the services of a private Education Welfare Officer who has worked successfully in other Trust schools because the local authority thresholds for involvement were too high to have sufficient effect. The success criteria has been added to in relation to this change in provision.

As in the previous years, attendance of all children improved over the year. There remains, however, a stubborn gap between the attendance of those in receipt of the PPG and those not. Over the time of the strategy, the gap widened, although stability factors into that data (see general comments). The gap also is relatively small at around 1.4% which equates to five children of statutory school age.

Whilst the IDSR notes a relative decline in the attendance of children eligible for free school meals, the figure (93.8%) remains above the national percentage (92.6%). Persistent absence levels have not significantly changed over the last three years, they remain below national levels and are 0.3% away from pre-pandemic level.

Moving forwards, in the new strategy we will to utilise the services of the independent education welfare officer where attendance does not improve. The attendance gap is currently widest between those children with SEND and not. Any children in receipt of PPG whose attendance causes concern will be referred to the independent EWO and especially any children who receive PPG and also have SEND (currently 10 children who are statutory school age).

Intended outcome - Children's basic needs are met

This outcome was met for this year as pastoral and phase meeting minutes and pupil progress meeting notes showed there was no unmet need. This has been taken out of the updated strategy as the outcomes have been refined and better qualified.

N/A

N/A

Intended outcome – Children in receipt of PPG show good assessment capability and attitudes to learning

This outcome was met for this year as pastoral meeting notes and observations of children by the CEO, link Trustee and Governors showed children in receipt of PPG had good learning behaviours in class. This outcome was refined in this year's strategy to link more specifically to the work of Professor John Hattie and therefore improve children's assessment capability. The outcome has also been addressed in the updated outcome regarding children's SEMH needs being met.

This outcome was met as per observations by an external School Improvement Partner on behalf of the Trust and a group of local Headteachers and a School Improvement Partner on behalf of School Improvement Leicester. The success criteria of *Analysis of Myself As A Learner Scale (MALS) results show an improving picture for children in receipt of PPG* was met. The follow-on success criteria from year 3 of 60% of children showing improvements in their MALS was not met as the figure was 38%. However, looking at the percentage of children who were average or above in the test, the number has increased from 60% to 78%, with the most noticeable improvements in year 6 and for those children who have taken part in sports clubs and competitions.

This priority will need some different resourcing next year due to the lack of a Pastoral Team moving forwards. Some of this provision will be taken up by Teaching Assistants and Sports Apprentices.

This year children in receipt of PPG continued to show good attitudes to learning as evidenced by Governor Learning Walk and pupil survey and the Trust Director of Education visit. With regards to the MALS analysis, we again did not meet the levels sought in the longer-term success criteria – *60% of children have better scores than last year*. However, the data is interesting as it does show that learners in receipt of PPG are almost all in the expected bracket for learning attitudes, regardless of whether they are improving their scores or not. This includes children whose attainment is the lowest. The *three* children not achieving scores in the ‘normal’ bracket also had contextual factors in their home lives that may be affecting their self-concept or esteem. In general, attitudes were good and comparable to children not in receipt of PPG.

Intended outcome - All children in receipt of PPG have good social, emotional and mental health.

The effect of Learning Mentors, pastoral and teaching assistants had positive impact on children’s social and mental health this year as per notes of sessions and meetings. Looking ahead to next year, the pastoral team has relocated to specialist provision and so this priority will be addressed differently through SEND support, teaching assistants and the sports apprentices.

The success criteria for this intended outcome was not measurable this year in the same way as previous years due to the relocation of pastoral support and the new ways this has been addressed. Staff surveys, parent feedback, SEND reviews, SEND Governor visit reports and phase meeting minutes all speak anecdotally of good pastoral support. The results of the MALS screening (see above) is evidence of some success in this area. SEMH support will continue into next year and beyond via an MHST (Mental Health Support Team from the NHS) offer, Calm Clinics and Play Therapy provided by Leicester Local Authority and in class support from Teachers and TAs.

General comments

The new strategy for this year has also been improved to reflect a greater commitment to inclusive practices in line with our *Love One Another* vision by not labelling children as ‘PPG’ or ‘non-PPG’.

23-24 was an unprecedented year in the school. The school joined a new Trust, the Deputy Headteacher was on maternity leave and there was a completely new office team. The pastoral staff also left for other roles in the specialist sector. This left reduced capacity for school improvement, including moving forwards with the PPG strategy. It also meant that certain systems within school and the PPG strategy have changed or been adapted. The affected success criteria are shown in brackets.

The change in office staff and switch over to new attendance systems with the new Trust caused an absence of meaningful attendance data so systems could not run as they usually would. As a result, the attendance gap for those in receipt of PPG has not narrowed (nor has it widened).

24-25 was a much more stable year in respect of staffing and capacity. We did, however, change over to a new assessment and tracking system – Insight. Whilst this system is excellent, it does not have all the exact same functionality of Target Tracker and staff and leaders are not yet as proficient in its usage. Therefore, some of the data for this year has not been able to be extracted or what was available was not comparable. This is particularly problematic when trying to extract children who have been on roll for 2+ years as this is not achieved in the same way in both systems.

As in previous years, the ‘stability’ of the school (77% - below average) does affect the validity of some of the data evaluations as groups being compared year on year are not always made up of the same children. This is mitigated in some of the targets by only selecting those pupils on roll for 2+ years.

