

Pupil premium strategy statement 2023/24 – Hampton College Primary

This statement details our school's use of pupil premium (and recovery 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	398
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Michele Stuffins Deputy Head of School (HoS)
Pupil premium leads	Mr Paul Jones – HoS Mrs Michele Stuffins Deputy HoS Mrs Lauren Tuley Assistant HoS
Governor / Trustee lead	Mrs Kerry Rigby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,215
Recovery premium funding allocation this academic year	£ 10,730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 116,945

Part A: Pupil premium strategy plan

Statement of intent

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 support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Hampton College Primary, our children are at the heart of everything we do; we strive to give every child the opportunity to succeed at school and in their future. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children identified as young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, combined with a focus on pastoral care and promotion of pupils' wellbeing, are at the heart of our approach, with an academic focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery following the disruption caused by the coronavirus pandemic. Intervention, targeted support and careful monitoring are imperative for those for pupils whose education has been worst affected, including non-disadvantaged pupils. Our Integrated Pupil Premium and Recovery Plan 2023/24 details our planned expenditure for 2023/24, using the three funding streams available:

- Pupil Premium Funding 2023/24
- Recovery Funding 2023/24
- National Tutoring Programme (NTP) Grant 2023/24

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, professional dialogue between teaching staff and a shared understanding of our school priorities. The approaches we have adopted complement each other to help pupils excel and flourish. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve,

- ensure disadvantaged pupils are supported and challenged in the work that they're set.
- provide early intervention at the point any learning needs are identified,
- work collaboratively with parents and carers to promote high levels of pupil wellbeing alongside a joint commitment to help every child to succeed.

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 professional discussions indicate that speech, language and communication needs, underdeveloped vocabulary and a higher need for support from the Speech and Language Team, are once again more prevalent in this year's reception cohort compared to previous years. This remains to be the case in the current year 1 and 2 cohorts, who also have a higher need for speech, language and communication support than typical cohorts pre-pandemic.
2	Assessments in EYFS in 2022/23 indicated that our children were typically coming into reception significantly lower than our pre-pandemic assessments suggested. This cohort also had a much higher level of need than previous cohorts.
3	Assessments, observations and professional discussions have indicated that achievement in mathematics were consistently below achievements in reading and writing in KS2 last year.
4	Assessments, observations and monitoring within school have indicated that reading is a strength across the school. The challenge is to maintain our high standards of reading attainment and high levels of engagement in reading throughout the school, whilst ensuring other priorities are also met.
5	We have seen a decline in our phonics screening data at the end of year 1 ¹ over the past three years, which is partly due to the disruption these year groups have faced. <ul style="list-style-type: none"> • Summer 2019 = 85% of children met the threshold,

¹ Note – For our 2018/19 and 2019/20 cohorts, the year 1 phonics screening check was administered in the autumn term of year 2, rather than the summer term of year 1.

	<ul style="list-style-type: none"> • Autumn 2020 = 80% of children met the threshold, • Autumn 2021 = 75% of children met the threshold. • Summer 2022 = 53% of children met the threshold. • Summer 2023 = 45% of children achieved the threshold.
6	<p>We have experienced a higher proportion of parents of disadvantaged and vulnerable pupils reaching out for support from the school with pastoral, behavioural and mental health issues within our families' homes.</p> <p>Some 'hard to reach families' remain difficult to engage.</p>
7	<p>The behaviour of children with social, emotional and mental health needs, as well some of our youngest children, appears to be more challenging than before the pandemic. Some vulnerable and disadvantaged children require more support with their behaviour and wellbeing needs, including support for their behaviour at home, than before the pandemic.</p>
8	<p>18% of our disadvantaged children are identified as SEND support or have an EHCP. We have seen an increase in the numbers of children identified as having SEND over the last 3 years.</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
Improved speech, language and communication skills, and improved vocabulary, in our reception cohort	<p>At least 70% of our reception cohort will meet the expected level in the Early Learning Goals for Communication and Language by the end of the year.</p> <p>The gap between our disadvantaged children's attainment in Communication and Language and the full cohort will be significantly reduced by June 2024.</p>
Improved Good Level of Development (GLD) in our current reception cohort in June 2024	<p>At least 70% of our reception cohort will achieve a Good Level of Development (GLD) in June 2023.</p> <p>The gap between the GLD of our disadvantaged children and the full</p>

	reception cohort will be significantly reduced by the June 2024.
Improved attainment and rapid progress in mathematics across all year groups, particularly in KS2	<p>The gap between reading and writing, and mathematics, will have significantly narrowed by the end of the academic year. Attainment in mathematics of disadvantaged children in year 2 and year 6 will be in line with, or above, national data.</p> <p>Any gaps between the attainment of disadvantaged pupils and all pupils in mathematics will be significantly reduced by June 2024.</p>
Maintain high standards of reading attainment and high levels of engagement in reading throughout the school	<p>Reading data in all year groups will be in line or above national expectations.</p> <p>Reading for pleasure pupil voice will demonstrate children's engagement and enjoyment of reading.</p> <p>Pupil data and pupil voice will show a narrowing gap between disadvantaged pupils and all pupils in reading by June 2024.</p>
An increase in phonics screening check scores for the current year 1 cohort to be improved from 2023 (45%) to at least 73%. This is below typical national attainment, however it represents the needs of the current year 1 cohort.	<p>Year 1 phonics screening data will demonstrate at least 73% of pupils have met the threshold level in June 2024.</p> <p>Phonics screening data for all pupils will be restored to at national attainment by June 2024; the gap between disadvantaged pupils' attainment and all pupils will be significantly narrowed.</p>
Effective pastoral and wellbeing support provided for disadvantaged and vulnerable pupils and their families.	Parental and pupil voice will demonstrate a high level of wellbeing at the end of this academic year.
Improved behaviour of children with social, emotional and mental health needs, including support provided to promote positive behaviour and wellbeing at home.	<p>Behaviour incidents involving children with social, emotional and mental health needs will decrease during the year.</p> <p>Staff will show a greater awareness of positive principles of behaviour management for children with SEMH</p>

	needs following training this academic year.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment		
<p>Purchase PiXL Primary subscription to use as an assessment and therapy (intervention) package in KS1 and KS2 for reading, GPS and mathematics</p> <p>Teaching staff to analyse QLA (Question Level Analysis) and IfT (Implication for Teaching) documents to identify gaps in learning and use PiXL therapies (interventions) to plan and deliver support for children with their learning</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. EEF Diagnostic Assessment: Evidence Insights</p> <p>PiXL (which stands for Partners in Excellence) is known for its aim of wanting to improve the life chances and outcomes for young people and its focus on equipping school leaders to make that happen</p>	3,4
<p>Purchase York Assessment Reading Comprehension (YARC) packs to use with all pupils in KS2 to assess reading ages and reading comprehension</p>		4
Teaching and learning resources		
<p>Purchase White Rose resources for Year 3 and 4 pupils to improve their attainment in mathematics and prepare them for end of year or end of KS2 assessments.</p> <p>Purchase Collins reading comprehension books for year 3 and 4 to maintain</p>	<p>Homework is positive when the task is carefully planned and enables children to consolidate their learning outside of school. In the most effective examples homework was an integral part of learning, rather than an add on. EEF evidence – Teaching and Learning Toolkit - Homework</p>	3, 4

<p>high standards of attainment in reading.</p> <p>Subscribe to SATS companion online tool for years 5 and 6 to support attainment in reading, writing, GPS and maths at the end of KS2.</p>		
<p>Purchase resources to support teaching and learning in English and maths</p> <ul style="list-style-type: none"> - Deepening Understanding - Times Table Rockstars - Numbots - Spelling Shed 	<p>Homework is positive when the task is carefully planned and enables children to consolidate their learning outside of school. In the most effective examples homework was an integral part of learning, rather than an add on. EEF evidence – Teaching and Learning Toolkit - Homework</p>	3, 4
<p>Purchase Little Wandle phonics SSP.</p> <p>Purchase duplicate sets of BIG CAT Little Wandle phonically decodable books for EYFS and KS1</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background. EEF evidence – Teaching and Learning Toolkit - Phonics</p>	2, 4, 5
<p>Purchase further non-fiction texts for all year groups linked to our Cornerstones Maestro Curriculum (Reading Comprehension)</p>	<p>Reading comprehension strategies are high impact (+6 months). The text should be at the appropriate level of difficulty, should provide appropriate context to practise the relevant skills, desire to engage with the text and enough challenge to improve reading comprehension. EEF evidence – Teaching and Learning Toolkit – Reading Comprehension</p>	4
<p>Purchase further fiction texts for KS2 to promote children’s engagement in and enjoyment of reading (Reading for Pleasure)</p>	<p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Research evidence on reading for pleasure (DfE, 2012)</p>	4
<p>Purchase and use the Cambridgeshire PSHE Personal Development Programme to provide</p>	<p>The highly regarded Cambridgeshire Primary Personal Development Programme provides a complete solution to planning,</p>	6, 7

quality teaching of PSHE, RSE and Health Education	<p>teaching and leading PSHE across the primary age range.</p> <p>It contains progressive entitlement frameworks setting out expected coverage in each age group. The teaching materials comprise over 60 units of work, which include comprehensive teaching materials and linked resources.</p> <p>Teaching Guidance is included throughout, enabling teachers to use a range of up to date and engaging methodologies in their teaching. It is quality assured by the PSHE Association, and is the best value comprehensive solution for delivering PSHE in primary schools.</p> <p>Cambridgeshire Primary Personal Development Programme</p>	
Subscribe to Twinkl for 8 designated users to access bespoke SEND resources.	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	8
Staff CPD		
<p>Subscribe for staff to access high quality professional CPD through the National College Online CPD resources.</p> <p>TAs to access Local Authority SEND Hub training sessions</p>	<p>The EEF document "Effective Professional Development" sets out three recommendations for staff CPD to have a positive impact on teaching and learning.</p>	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring		
<p>Provide additional small group or 1:1 tutoring for identified children in years 5 and 6 using UKS2 teaching staff to provide after school and Easter School sessions in English and mathematics</p>	<p>Evidence shows that small group or 1:1 tuition is effective especially in smaller groups. Some studies suggest that greater feedback from the teacher led to more sustained engagement in smaller groups</p> <p>Once group size increases above six or seven there is a noticeable reduction in</p>	3, 4

	<p>effectiveness. EEF evidence – Teaching and Learning Toolkit – Small group tuition</p> <p>EEF evidence – Teaching and Learning Toolkit – One to one tuition</p>	
Teaching assistant support		
Teaching Assistants to support children in the classroom during Quality First Teaching sessions	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF evidence – Support for schools – High quality teaching</p>	1, 2, 3, 4, 5
<p>Teaching Assistants to provide interventions for PP children using PiXL therapies and teacher planned intervention work</p> <p>Dedicated Little Wandle phonics keep up sessions in KS1.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF evidence – Teaching and Learning Toolkit – Teaching assistant interventions</p>	1, 2, 3, 4, 5
Teaching Assistants to provide PP children with individual intervention programmes e.g. speech and language support	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF evidence – Teaching and Learning Toolkit – Teaching assistant interventions</p>	1, 2, 3, 4, 5
Teaching Assistants to provide PP children with social, emotional or pastoral, where this has become a barrier to learning	<p>The average impact of successful social and emotional learning (SEL) interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for</p>	6, 7

	staff. EEF evidence – Teaching and Learning Toolkit – Social and emotional learning interventions	
Teaching Assistants to provide support for PP Young Carers, as directed by the Safeguarding, Pastoral and Wellbeing Lead (SPWL), particularly where their caring responsibility is impacting on their learning	<p>Coram carried out an independent review of the Young Carers in Schools programme in 2018. Their results are summarised below:</p> <ul style="list-style-type: none"> • 94% of schools said that staff were more likely to know what to do if they identified a young carer • 94% had a better understanding of the support required for young carers • 85% of young carers demonstrated increased wellbeing • 73% of schools reported that young carers' classroom engagement had improved • 83% of young carers demonstrated increased happiness • 72% of schools thought that young carers' motivation to learn had improved • 63% reported improvements in young carers' achievements <p>Carers Trust / Coram Study</p>	6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Wellbeing support		
Provide pastoral and family support for our children and their families through the retention of a dedicated, full time Safeguarding, Pastoral and Wellbeing Lead (SPWL) ²	<p>Schools and parents have a shared interest in doing the best for their children. An EEF guidance report offers schools four practical and evidence-based recommendations on working with parents so that they can support their child's learning at home.</p> <p>To arrive at the recommendations, the EEF reviewed the best available international research and consulted with teachers and other experts. EEF guidance report – Parental engagement</p>	6, 7

² Note – whilst the SPWL works with PP and non-PP children and their families, a significant amount of her workload specifically provides support for our PP children

<p>SPWL to provide pastoral and family support through the following initiatives and responsibilities:</p> <ul style="list-style-type: none"> - sustaining parental engagement with school - social, emotional and pastoral support for children - providing family support for parents and our wider families - offering parenting programmes for parents in need of support, as part of the diagnostic pathway or via Early Help support - co-ordinating the completion of Early Help Assessments (EHAs) and leading on Team Around the Family (TAF) plans - co-ordinating the school's Young Carers' programme and facilitating support for young carers - being a Designated Safeguarding Lead (DSL) - being the school's Senior Mental Health Lead - championing wellbeing for staff, children and our families 	<p>Schools and parents have a shared interest in doing the best for their children. An EEF guidance report offers schools four practical and evidence-based recommendations on working with parents so that they can support their child's learning at home.</p> <p>To arrive at the recommendations, the EEF reviewed the best available international research and consulted with teachers and other experts. EEF guidance report – Parental engagement</p>	<p>6, 7</p>
Transition to school or KS3 (social and emotional support)		
<p>Provide each new to reception child (for September 2023) with a bookbag (on completion of all new intake paperwork) and a copy of "The Colour Monster goes to school" – an engaging book to prepare children for starting school and encourage parents to read</p>	<p>Transition is a time of change between classes, year groups and settings. Schools put significant effort into sharing information and making new, positive connections, so that pupils start confidently in their new setting. We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year.</p>	<p>1, 2, 4, 5, 6</p>

with their child for pleasure	Research evidence that explores transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points. Several studies have shown a dip in attainment coinciding with transition, especially in literacy and numeracy. EEF evidence – Support for Schools – Wider Strategies - Transition	
Provide each Y6 child with a copy of “You are Awesome” - a motivational book to inspire and empower children to change their mindset, find their confidence and achieve their potential	EEF School Transitions Tool	4, 6, 7
Miscellaneous		
Provide PP children with: <ul style="list-style-type: none"> • uniform • transport • emergency wrap around care • extra-curricular activities • resources for school • subsidies for school meals 	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools can support families by exploring what provision can be made to cover the costs of uniform disadvantaged pupils. EEF evidence – Teaching and Learning Toolkit – School uniform</p> <p>Extra-curricular activities offer a wide range of benefits for all pupils, but especially those from disadvantaged backgrounds. These benefits include:</p> <ul style="list-style-type: none"> • providing a productive break from studying • helping children to build their skills outside of the classroom • opening a child’s mind to new interests and views • providing social opportunities. <p>EEF evidence – Teaching and Learning Toolkit – Physical activity</p> <p>EEF evidence – Teaching and Learning Toolkit – Extending school time</p>	6, 7

Total budgeted cost: £ 122,645 (including NTP and recovery funding)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/2023 Review

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS data (including those children who achieved the Good Level of Development), end of key stage 1 and 2 performance data, Phonics Screening Check results in Y1 and our own internal PiXL assessments.

Please see the table below which indicates the attainment of disadvantaged children at the end of EYFS, Yr 1 phonics screening checks, end of KS 1 and 2:

	Achieved GLD	Yr PSC	EOK S1	Y2 SATs Reading	YR 2 SATs Writing	YR 2 SATs Maths	YR 2 SATs Combined	EOK S2	YR 6 SATs Reading	YR 6 SATs Writing	YR 6 SATs Maths	YR 6 SATs Combined
Disadvantaged % in cohort	27%	18%	27%					18%				
Hampton College Primary % PP attaining EXS	50%	55%		44%	44%	56%	31%		82%	73%	64%	64%
National % PP	52%	67%	26%	54%	44%	56%	41%	30%	60%	58%	59%	44%

Hampton College Primary's 2023 performance data for EYFS indicates that our youngest children achieve in line with disadvantaged children nationally.

Last year, our year 1 cohort had a very high level of SEND need being at 31% of the cohort. Disadvantaged was at 18%. Our disadvantaged children performed below (55%) the national percentage of 67%. This cohort will require intensive support for phonics in Year 2 and we have implemented a new SSP to address this need and included it in our annual updates.

Disadvantaged children in year 2 attainment was in line with national attainment for writing and maths but slightly below for reading. This reflects the phonics and early reading gaps in KS1, and historical attainment illustrates that our children close that gap as they move into KS2.

Our disadvantaged data at the end of key stage 2 illustrates that disadvantaged children attain above the national levels with reading attainment being 22% above the

national attainment for disadvantaged children. This confirms the previous statement regarding the closing of the reading gap as children move through school.

We have also enhanced our children's experiences through varying enrichment sessions such as being able to be part of an audience and experience a show in the school hall, attending all engage and trips to enhance their learning and curriculum development, benefiting from cooking with cucina, accessing parent and child workshops with the city college, attending swimming lessons in years 3,5 and 6, having pastoral support available throughout the school day. Families have been able to access specific support from the school such as food banks, early helps, sleep support and assessments.

We have set robust targets for 2023/24 in our aim to improve attainment and progress for all pupils, striving to narrow the gap for our disadvantaged pupils, particularly in year 1 and key stage 1 combined attainment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A