# Pupil premium strategy statement – Hasting Hill Academy

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 | 227 |
| Proportion (%) of pupil premium eligible pupils | 68% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 23/24  24/25  25/26 |
| Date this statement was published | 25th September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Sarah Robson/ Ruth Walton |
| Pupil premium lead | Louise Waugh |
| Governor / Trustee lead | Jan Skelton |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £170,430 |
| Recovery premium funding allocation this academic year | n/a |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £170,430 |

# Part A: Pupil premium strategy plan

## Statement of intent

| At Hasting Hill Academy, 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.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. High-quality teaching is at the heart of our approach, focusing specifically 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 wider school plans for education recovery; we are in the final year of targeted support through the School Led Tutoring Programme for pupils whose education has been significantly affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they are set * act early to intervene * adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils’ outcomes and possess high expectations of what they can achieve |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Pupil’s language skills on entry to Early Year Foundation Stage are significantly lower than age-related expectations. |
| 2 | Assessments, observations and discussions with pupils and families have identified social and emotional issues are on the increase for many pupils. These challenges particularly affect disadvantaged pupils, including adversely affecting their confidence and ability to interact appropriately with peers. |
| 3 | Some families of disadvantaged pupils report poor mental health and require support from school, as well as outside agencies. |
| 4 | Data over the last 3 years indicates that attendance of disadvantaged pupils is lower than non-disadvantaged pupils (92% a slight gap of -1% in academic year 2023-24). Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | At 56% combined, the outcomes for disadvantaged pupils are lower than their non-dis disadvantaged peers at the end of Key Stage 2 in Reading, Writing, Maths and Spelling and Grammar (-7%). Although, end of Key Stage 2 combined data shows a gap of (+11%) between attainment of the disadvantaged pupils at Hasting hill Academy and the National average for disadvantaged pupils. |
| 6 | A large majority of disadvantaged pupils have an identified SEND. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| **Intended outcome** | **Success criteria** |
| --- | --- |
| To improve whole school reading outcomes for disadvantaged pupils, with a particular focus on our lowest attaining year group: | Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  All pupils make good progress, and attain the national standard. |
| To improve whole school writing outcomes for disadvantaged pupils, with a particular focus on our lowest attaining year groups: | Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  All pupils make good progress, and attain the national standard. |
| To improve whole school maths outcomes for disadvantaged pupils, with a particular focus on our lowest attaining year group: | Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  All pupils make good progress, and attain the national standard. |
| To continue to improve outcomes in reading for disadvantaged pupils, specifically in Key Stage 1. | Continue to ensure attainment of disadvantaged pupils in Year 1 Phonics Screen is at least in line with non-disadvantaged peers (90% in 2023-34, (+6% All pupils). |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continuing to be reduced; 92% for PP 2023-34, with a slight gap of -1% in comparison with all pupils. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, and including those with an identified SEND. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * no cases of reported bullying * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

## 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: £ 94 332

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To continue to embed early reading and ensure attainment of disadvantaged pupils remains high; 90% of disadvantaged pupils passed the Year 1 Phonics Screen in 2024 (an attainment gap of +6% between All pupils). To ensure an increase on 93% (2024) of Year 2 pupils passing the Phonics Screen by the end of Year 2.  Extra adult support | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.  Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  Interventions are planned accordingly and are linked to whole class teaching sessions, as evidence from the Education Endowment Foundation Pupil Premium report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.  2x daily phonics sessions daily for all Year 1 pupils, including Year 2 target pupils. 1x daily phonics lesson for all Reception, Year 2 and Key Stage 2 early readers, where necessary.  Launchpad for Literacy tracker used in EYFS to identify gaps in early reading skills; interventions are planned accordingly. and linked to whole class teaching sessions as evidence from the EEF PP report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.  Read, Write, Inc. assessments are completed every half term with Reception and KS1 pupils, and with KS2 pupils where necessary; pupils are grouped homogeneously following assessments. This links to EEF PP where it is highlighted how important it is that diagnostic assessments are used as a starting point to ascertain what is hindering pupils’ progress. This will take account of both academic and wider barriers. The actions in this strategy will seek to address the wide range of barriers.  All pupils are mapped on to a three tier phonics and reading system; 1:1 reading interventions and phonics interventions are planned accordingly and are delivered by experienced staff.  Continue to ensure fidelity to the Read, Write, Inc. phonics programme; Early Reading Leader to continue to monitor effectiveness of teaching and learning, coaching and mentoring staff, where appropriate.  Ensure home reading books continue to be precisely matched to the appropriate reading level for each pupil; Early Reading Leader to monitor. | Whole Y1 cohort, including 16 disadvantaged pupils.  4 x Y2 pupils who did not pass the Phonics Screen in Y1 in Summer 2024, including 2 of which are pupil-premium funded pupils. |
| To improve outcomes in attainment for disadvantaged pupils at the end of Key Stage 2 in Reading. | The EEF PP report highlights how supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.  All teachers and TAs have been trained in the use of all programmes used and have full fidelity to the schemes chosen. Accelerated Reader/Read, Write, Inc baseline assessments are completed September 2022.  RWI assessments every half term for pupils, where necessary  Accelerated Reader test every half term; Inform parents of children’s reading age.  All children to be mapped on to a three tier reading system; 1:1 reading interventions are planned accordingly.  Continue to implement RWI, where necessary; Early Reading Leader to monitor effectiveness and coach/ support staff where needed.  WISE Reading to be monitored through lesson drop ins and monitoring of workbooks.  Smaller class/groups in Y6 3 adults for 23 children 11.1 ratio | All disadvantaged pupils in Key Stage 2. |
| To improve outcomes in attainment for disadvantaged pupils at the end of Key Stage 2 in writing. | Continue to work with specialist teachers from across the trust to improve teachers knowledge of the expected standard in every year group, following the introduction of the new WISE writing continuum.  Increase opportunities for writing within the timetable, including 30 mins handwriting lessons 2-3 a week in adherence with the new school Handwriting scheme; Penpals for Handwriting.  Review impact of marking of writing, following the introduction of ‘Blob’ marking.  Introduce writing targets for individual pupils, based on their writing needs.  Continue grammar retrieval at the beginning of every English lesson; 5 minute retrieval practice in Yr1-Yr6.  Smaller class/groups in Y6 3 adults for 23 children 11.1 ratio | All disadvantaged pupils in Key Stage 2. |
| To improve outcomes in attainment for disadvantaged pupils at the end of Key Stage 2 in Maths. | Use diagnostic assessments to determine intervention.  Star Maths test every half term and dedicated time to use reports to support teaching  Clear lesson structure - monitored regularly by Maths Leader.  Embed calculation skills - Maths Leader to monitor.  Daily maths meetings Y1 - Y6 - 20min sessions every day.  Fluent in five to retrieve previous knowledge at the start of every Maths lesson Y1 - Y5.  All staff use a Maths working wall within their classroom to support current learning.  Continue to use TTRS effectively in KS2 and Numbots in KS1  Continue to use Freckle Maths in KS2; a personalised online programme which uses star maths to identify gaps in mathematical ability. | All disadvantaged pupils in Key Stage 2. |

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

Budgeted cost: £20 017 + Y6 ECT £32000 - £52,017

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Additional booster sessions for Year 6 pupils who are identified as off-track on school tracking systems. | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  Intervention are planned as follows and linked to whole class teaching sessions as evidence from the EEF PP report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. | 23 Year 6 pupils, including 15 disadvantaged. |
| Additional Phonics sessions for pupils who are not on track to achieve the expected standard in the Phonics Screen at the end of Y1. | As detailed above. | Any child in Year 1 who falls below on track threshold during the year – see additional in-school phonics tracking. |

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

Budgeted cost: £ 36 638

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To improve attendance to 96% for disadvantaged pupils. | New attendance officer will continue to with identified families.  Daily contact with parents when pupils are absent.  Working with and referrals to LA.  Letters are sent home if attendance is below 96%.  Attendance meetings with SLT and parents, when attendance is below 90%; parents are challenged and held to account. Persistent absentees will be monitored and issued fines.  Parent contracts in place.  Attendance awards and incentives.  Termly badges for pupils with 100% attendance or above.  Home visits for persistent absenteeism.  All holidays are unauthorised; fixed penalty notices issued. | All pupils who fall below thresholds - this number will change and be fluid during the year - tracking is in place. |
| Disadvantage groups make at least good progress in all subjects. | Continue to implement a robust monitoring timetable ; SLT to ensure disadvantaged pupils are a focus within lesson drop ins and monitoring of workbooks.  Subject leaders to track disadvantaged pupils and work with Pupil Premium Leader to ensure provision is effective.  WISE childhood pledge implemented and supporting pupils Cultural Capital.  Specific interventions are planned to address gaps in learning.  Subject Leaders to attend network meetings across the trust.  Director of Teaching and Learning to support subject leaders, where necessary. | All disadvantaged pupils in EYFS, Key Stage 1 and Key Stage 2 (100 pupil premium funded pupils.)  Nursery - 1  Year 1 - 16  Year 2 - 21  Year 3 - 16  Year 4 - 19  Year 5 - 12  Year 6 - 15 |
| Improvement in children’s mental health to enable readiness to learn. | Continue to implement a bespoke PSHCE curriculum, where pupil wellbeing is a top priority; all classes Y1-6 study a ‘Health and Wellbeing’ unit is taught in Autumn term Pupil Wellbeing Week is carefully planned to teach pupils how to be active, healthy citizens and to develop their understanding of living a healthy lifestyle.  Provision is supported by an Educational Mental Health practitioner one day a week.  Weekly assemblies discussing mental health and wellbeing.  A CPD programme for all staff with a focus on supporting the social and emotional needs of pupils, particularly disadvantaged pupils, and those with SEND; Zones of Regulation, ICAMHs.  Support from Autism Outreach Team is valued and teaching staff ensure any recommendations are implemented.  Sensory circuits, sensory rooms and other sensory equipment.  Pupil voice is pivotal to school improvement; continue to ensure school action teams are proactive in school and are inclusive of disadvantaged pupils, including those with SEND. | All disadvantaged pupils in Key Stage 1 and Key Stage 2 (100 pupil premium funded pupils.) |

**Total budgeted cost: £182,987**

**£12,557 short fall from schools main budget.**