

# Pupil premium strategy statement – Hasting Hill Academy (2024/2025 – 2027-28)

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	221
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25 25/26 26/27
Date this statement was published	September 24
Date on which it will be reviewed	July 2025
Statement authorised by	Ruth Walton
Pupil premium lead	Louise Waugh
Governor / Trustee lead	Jan Skelton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,465
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*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.</i>	£0
<b>Total budget for this academic year</b> <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>	£194,465

# Part A: Pupil premium strategy plan

## Statement of intent

As part of the 'We Inspire Success and Excellence' (WISE) Trust, Hasting Hill Academy's aim is to also further inspire 'Positive Attitudes and Values'. We do this for all children, giving them the best possible foundations for leaving primary school to begin the next stage in their personal and academic journeys.

Our prime areas for nurturing well-rounded individuals are:

- empathetic and professional staff supporting pastoral care of all of our children;
- Effective Quality First Teaching
- A broad, ambitious and enriched curriculum;
- Focussed support and intervention where needed
- Wider opportunities organised to develop positive experiences, attitudes and values;
- Fulfilling academic potential in line with age- appropriate expectations.

It is in the best interests of all Hasting Hill Academy pupils that the funding is available to all who are recognised for being at a disadvantage and/or vulnerable - not only those who are eligible for funding. Frequent evaluation of the school; its curriculum and delivery; barriers faced by the school and its pupils; and internal data, are the driving factors to ensure the funding has maximum impact for all pupils. It is through deep knowledge of all of our children, that the school decides the best ways in which to allocate Pupil Premium to benefit the needs of all pupils.

### Intent

- Nurture the whole child to aspire to achieve their full potential in all aspects of their life.
- Strive to support pupils to achieve at least as well as their peers nationally throughout school.
- Deliver a robust and engaging curriculum that provides all children with opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.
- Continue to close gaps in learning created during the Covid-19 school closures; the subsequent disruptions and other barriers we identify for our pupils.

### Implementation

- Continue to put every child's pastoral care at the forefront of the education provided at Hasting Hill Academy.
- Deliver quality first teaching that engages all learners and identifies gaps in learning which are closed.
- Through a well sequenced curriculum, support pupils to be better learners with secure understanding of what is expected of them at each stage of school life and

develop their metacognition skills.

- Provide early and effective interventions to target individual needs for the children who have the most significant gaps and/or who are not making expected progress.

- Enrich the wider curriculum to give all children opportunities and experiences to gain the knowledge and cultural capital to succeed at Hasting Hill Academy and beyond.

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### Impact

- Pupils and families well-being, engagement with school and emotional health are improved.

This is evidenced through improving trend in attendance over 3 years for our PP children.

- Gaps in children's learning are closed, as seen in formative and summative assessments.

Summative assessments show gap is closing. 23/24 data showed DA pupils achieved well. In 24/25 writing and maths at Y6 was just about in line with national at the expected level for DA pupils. Reading was also higher than national for both expected and those achieving greater depth. Combined was 8% lower than national due to maths scores.

- Children's attainment is in line with peers locally and nationally

See above

## Challenges

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

Challenge number	Detail of challenge
1	A trend over the last 3 years of decreasing starting points linked to language acquisition.
2	Reading across the school. The quantity of text in tests has proven texts to be very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge.

3	Limited understanding and mathematical concepts and fluency to apply mathematical skills to solve a range of reasoning problems across maths
4	Home / school support with reading is lower in pupil premium children across school
5	Parental and community engagement internal audits indicate that a lack of parental support and engagement among disadvantaged pupils negatively impacts pupils' progress. (Parent evenings, information events e.g. Phonics and reading and celebration events)
6	The attendance of disadvantaged pupils is lower than their peers often by as much as 2% 0n a weekly basis.
7	Emotional and social factors impact on academic progress for a significant number of disadvantaged pupils.

## 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. The review for the academic year 2024/25 is in red.

Intended outcome	Success criteria
To improve whole school reading outcomes for PP pupils.	All pupils make at least expected progress and attain the national standard. <b>In 2024/25 DA pupils scored higher than national expectation at both expected and greater depth.</b>
To improve whole school writing outcomes for PP pupils.	All pupils make at least expected progress and attain the national standard. <b>In 2024/25 pupils were 1% under the national expectation for the expected standard. However 0 pupils met the greater depth standard.</b>

<p>To improve whole school maths outcomes for PP pupils.</p>	<p>All pupils make at least expected progress and attain the national standard.</p> <p>In 2024/25 we were 2% lower than national for the expected standard. However 0 pupils met the greater depth standard.</p>
<p>To improve outcomes in reading for PP pupils in KS1.</p>	<p>95% pass Phonics Screen by the end of Year 2.</p> <p>96% of our pupils in Y2 passed their phonic screening</p>
<p>To improve overall attendance for PP pupils.</p>	<p>Improve attendance of disadvantaged pupils.</p> <p>This has improved 2 years running but is still below national</p>
<p>Accelerated progress across core subjects so that a greater proportion of disadvantaged pupils meet ARE.</p>	<p>Diagnostic assessments are completed regularly throughout the academic year, in line with WISE assessment procedures.</p> <p>Introduction of Star Maths and Boost Insights</p> <p>Interventions are planned accordingly, following data analysis of individual year groups; disadvantaged pupils are a priority within interventions.</p> <p>PP identified in book surgery with targets increased</p> <p>CPD programme to address teaching and learning need, with a focus on accelerating the progress of disadvantaged pupils.</p> <p>This has taken place with the T and L but still needs to be continued.</p> <p>A robust monitoring timetable is in place with a focus on progress of disadvantaged pupils; book monitoring, lesson visits, pupil discussions.</p>

	<p>This has taken place and will continues to do so, it had a good impact on our results last year for individual subjects.</p> <p>Pupil progress meetings every term to focus on the progress of disadvantaged pupils; teaching staff are held to account for the progress of disadvantaged pupils.</p> <p>This has taken place and will continues to do so, it had a good impact on our results last year for individual subjects.</p> <p>.</p>
<p>Ensure the wider school provision meets the Social and Emotional needs of disadvantaged pupils, including those with SEND.</p>	<p>Work with SEND and ASD link to support the pupils and to ensure staff have the correct tools and knowledge to help the pupils make progress.</p> <p><b>Achieved</b></p> <p>Child and family safeguarding and attendance officer to get to know families and support the emotional needs.</p> <p><b>Achieved and is having a good impact, particularly linked to attendance.</b></p> <p>PP / SEND drop-ins to support the needs of pupils within the class.</p> <p><b>This needs to be developed still.</b></p> <p>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.</p> <p>Provision is supported by an Educational Mental Health practitioner one day a week.</p> <p><b>Achieved and ongoing</b></p> <p>Weekly assemblies discussing mental health and wellbeing. <b>Linked to citizenship</b></p> <p>Support from Autism Outreach Team is valued and teaching staff ensure any</p>

	<p>recommendations are implemented.</p> <p><b>Achieved and ongoing</b></p> <p>Sensory circuits, sensory rooms and other sensory equipment.</p> <p><b>Achieved</b></p> <p>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.</p> <p><b>This needs developing still</b></p>
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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)

Budgeted cost: **£ 63,152**

RWI training,/ early years maths project/ launch pad //Sound boost/ teaching and learning advocates project/ mental health training and observations and visits in other schools.

(£2500)

Cover for teachers and TA's 20 days for teachers (£3300, 10 days for Tas (£1000)

An extra adult in Y3/4/5 and Y6 am - £58852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer an extensive CPD package for staff to help tackle some of	A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure	1,2,3

<p>the specific learning challenges.</p>	<p>the recruitment and retention of quality teachers.</p> <p>Upcoming external CPD opportunities shared with staff.</p> <p>Extensive CPD package offered in school. School Development plan will highlight areas to be focussed upon and matched the identified school needs</p> <p>The 2019 EEF report says: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p>	
<p>Reduce class/teaching group sizes to secure rapid progress towards the expected standard.</p>	<p>A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. By developing the classroom structures that support vulnerable pupils in school, class sizes can be reduced to facilitate the rapid progress towards the expected standard.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1, 2,3</p>
<p>Increase capacity of Deputy Head teacher and a newly appointed assistant head to provide coaching and mentoring for staff and small group intervention for targeted groups.</p>	<p>Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months.</p> <p>A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. Through providing extended release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups.</p>	<p>1, 2,3</p>

Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventions	Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1, 2,3
Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventions	One TA will be employed to focus and develop reading across KS1 / KS2 to ensure that a range of reading comprehension strategies are utilised. This will also include the targeted intervention in early reading and phonics through the delivery of our RWI phonics approach <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</a> • <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2,3

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

Budgeted cost: **£99,300**

Senco role 2 days full time £44,500

EP 6 sessions £3000

1 X Tas 7 hrs each per week 1-1 (EYFS) - £2000

1X 10 hrs per week (Y1) £2800

1 Full time TA in Y6 £30,000

Quality TA interventions – all year groups 20% of TA timetables = £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing time of a senco to support children and staff in school to increase speech and language services alongside Educational psychology and other agencies.	The June 2019 EEF report identifies the early identification of struggling pupils and their targeted support as a key component of an effective Pupil Premium strategy. • Evidence gathered by the EEF show that early intervention allows children to gain five months. • Evidence gathered by the EEF show that oral language interventions allow children to gain five months.	1
Focussed Early years and Y1 intervention to develop Early phonics and reading with RWI support from a provider	Early reading and phonics are an essential element of the academic attainment of all children including disadvantaged children and EEF research highlights the impact of phonics and early years interventions on the progress of children. • <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	2
Maths intervention programme to develop understanding of the key maths information in Y6	The maths mastery approach to the delivery of the maths curriculum provides significant progress to children and the EEF research highlights that this can add 5 months onto the progress of children's attainment. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a>	3

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

1 X Full Attendance and family worker £33,000

£5000 towards school trips and events

Attendance Prizes (badges £200, certificates £100, sweets £200, half termly prizes £180

Budgeted cost: £ **38,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies.</p>	<p>Evidence gathered by the EEF show that parental engagement allows children to gain three months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement</a></p>	<p>5,6,8</p>
<p>Provide experiences for children that enrich the curriculum.</p>	<p>Evidence gathered by the EEF show that sports participation allows children to gain two months. • Evidence gathered by the EEF show that arts participation allows children to gain two months. • Evidence gathered by the EEF shows that outdoor adventure learning allows children to gain four months • The EEF recognise the impact non-academic strategies have on attainment: including improving attendance and behaviour. • <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching">https://educationendowmentfoundation.org.uk/education-evidence/teaching</a></p>	<p>5,7</p>
<p>Reward attendance, achievement and behaviour.</p>	<p>In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a></p>	<p>6</p>

Parental engagement enhanced	The EEF has evidenced the importance of parental engagement in school and this can add up to 4 months attainment for all children including vulnerable children. • <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement</a>	5
Full time attendance support worker in place to support families with getting their children to school.	In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a>	6

**Total budgeted cost: £ 201,152**

**£6687 shortfall from Main budget**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment^	Hasting Hill				
	R	W	M	SPAG	R/W/M
Reception GLD	67%				
Y1 Phonics Check	82%				
Y1 Cohort average SS		98.9			
Y1 Expected - SS 100+ (Report NTS Reading )		59%			
Y2 Phonics Check (cumulative)	96%				
Y2 Cohort average SS	95.9	95.8	97.0		
Y2 Expected - SS of 100+	48%	52%	52%	39%	43%
Y2 National Exp (2019)	68%	60%	70%	-	
Y2 Greater Depth - SS of 110+	22%	0.0	9%	17%	0.0
Y2 National GD (2019)	19%	8%	16%	-	
Y3 Cohort average SS	105.0	97.5	101.0	105.0	101.0
Y3 Expected - SS of 100+	88%	53%	76%	82%	47%

Y4 Multiplication Check (Ave score)	21				
Y4 Cohort average scaled	105.0	103.0	100.0	106.0	104.0
Y4 Expected - SS of 100+	79%	58%	58%	44%	53%
Y5 Cohort average scaled	97.5	98.7	97.0	97.0	97.9
Y5 Expected - SS of 100+	79%	57%	57%	64%	36%
Y6 Cohort average scaled	103.0	94.0	99.0	99.0	97.0
Y6 Expected - SS of 100+	79%	57%	57%	64%	38%
Y6 Disadv. National Exp. (2024)	62%	58%	59%	-	46%
Y6 Greater Depth - SS of 110+	29%	0%	0%	14%	0%
Y6 Disadv. National GD (2024)	18%	6%	13%	20%	3%

### 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
NONE	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

### **How our service pupil premium allocation was spent last academic year**

N/A - No service children currently in school.

### **The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*