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	225
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	24/25 25/26 26/27
Date this statement was published	September 24
Date on which it will be reviewed	July 2026
Statement authorised by	Ruth Walton
Pupil premium lead	Nicola Jackman
Governor / Trustee lead	Jan Skelton(resigned from office July 2026)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,060
Recovery premium funding allocation this academic year	£0
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*	£190,060

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.

Impact

● Pupils and families well-being, engagement with school and emotional health are improved.
This is evidenced through an improving trend in attendance over 3 years for our PP children. In 25/26, attendance of the school improved to 95.4%. This was slightly above the national average. The number of persistent absentees decreased.

● Gaps in children's learning are closed, as seen in formative and summative assessments.
In 25/26 data, the end of key stage 2 results showed an increase in the percentage of children achieving the expected standard in reading, writing and maths. This rose form 50% in 24/25 to 69% in 25/26. This was also higher than the national average.

● 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% on 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 2025/26 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. In 2025/26, 69% of PP pupils reached the expected standard in reading. This was 6% higher than the national average. 15% of PP pupils achieved the greater depth standard.
To improve whole school writing outcomes for PP pupils.	All pupils make at least expected progress and attain the national standard. In 2025/26, 85% of children achieved the expected. This was higher than the national average of 60 %. However 0 pupils met the greater depth standard.
To improve whole school maths outcomes for PP pupils.	All pupils make at least expected progress and attain the national standard.

	In 2025/2026, 69% of PP children achieved the expected standard in maths. This was above national at 62%. However, no pupils met the greater depth standard.
To improve outcomes in reading for PP pupils in KS1.	95% pass Phonics Screen by the end of Year 2. 89% of year 2 children have passed their phonics screening test. 4 children have not passed.
To improve overall attendance for PP pupils.	Improve attendance of disadvantaged pupils. This has improved 3 years running. Attendance for 2025/2026 was 95.4% and this was slightly above the national average.
Accelerated progress across core subjects so that a greater proportion of disadvantaged pupils meet ARE.	Diagnostic assessments are completed regularly throughout the academic year, in line with WISE assessment procedures. Introduction of Boost Insights. Subject monitoring focusing on disadvantaged pupils. Pupil progress meetings focused on PP children. Disadvantaged children clearly identified and known to staff. Interventions are planned accordingly, following data analysis of individual year groups; disadvantaged pupils are a priority within interventions. PP identified in book surgery with targets increased through team meetings. Focus on PP children in progress meetings with discussions around gaps and next steps. CPD programme to address teaching and learning needs, with a focus on accelerating the progress of disadvantaged pupils. This has taken place with the T and L advocates but still needs to be continued. CPD specific to Teaching Assistants was introduced in 2025/2026 to strengthen

	their subject knowledge and ability to support pupils. A robust monitoring timetable is in place with a focus on progress of disadvantaged pupils; book monitoring, lesson visits, pupil discussions. This has taken place and will continue to do so, it had a good impact on our results last year for individual subjects. Pupil Premium pupils are clearly identified within classrooms and during learning walks the provision of these pupils has been a focus. Book looks and progress meetings have also targeted these pupils. 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. This has taken place and will continue to do so, it had a good impact on our results last year for individual subjects. .
Ensure the wider school provision meets the Social and Emotional needs of disadvantaged pupils, including those with SEND.	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. Achieved . CPD for new SENDCO and regular CPD with staff. Strategies for SEND pupils and PP children shared with staff and fed into subject medium term planning. Child and family safeguarding and attendance officer to get to know families and support the emotional needs. Achieved and is having a good impact, particularly linked to attendance. The child and family officer tracks attendance on a weekly basis and makes contact with parents of children who are absent daily. Support have been offered to families and

	attendance has gone up as a result. PP / SEND drop-ins to support the needs of pupils within the class. This needs to be developed still. Learning walks and drop ins have supported pupils 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. Achieved and ongoing Weekly assemblies discussing mental health and wellbeing.Linked to citizenship Support from Autism Outreach Team is valued and teaching staff ensure any recommendations are implemented. Achieved and ongoing Sensory circuits, sensory rooms and other sensory equipment. Achieved 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. This needs developing still

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: **£**

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer an extensive CPD package for staff to help tackle some of the specific learning challenges. Including Adaptive Teaching for SEND/Bottom 20%. • Extensive CPD package offered in school. School Development plan will highlight areas to be focussed upon and matched the identified school needs. • ECLAN Level 3 • SLCN Training £10,000	• Dedicated CPD cycle for all staff on evidence-based adaptive teaching techniques, specifically focusing on reducing Cognitive Load, explicit use of Stem Sentences (Oracy), and effective Retrieval Practice. • A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers. • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • 2019 EEF report says: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 3, 4, 8 1 (Progress Gap), 3(PP/SEND Overlap), 4(Executive Function), 9 (Inconsistent QFT)

Increase capacity of DHT & AHT lead teachers to provide coaching and mentoring for staff and small group intervention for targeted groups. 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. £10,000	According to the EEF leadership practices that build trust, support professional growth, and foster a strong school culture could make a meaningful difference to teacher retention. Leadership practices that show promise for retention include: • Fostering a supportive working environment, including building positive and trusting relationships among staff. • Prioritising teacher development, such as enabling access to professional learning Leaders should provide meaningful opportunities for PD. https://d2tic4wvo1iusb.cloudfront.net/production/documents/tenders/Recruitment-and-retention_evidence-summary-_v.3.3.0.pdf?v=1763660477 • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2,3

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

Budgeted cost:

Senco role 2 days full time

EP 6 sessions

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

1X 10 hrs per week (Y1)

1 Full time TA in Y6

Quality TA interventions – all year groups 20% of TA timetables

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. - 3 mornings a week £30,000	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 shows that early intervention allows children to gain five months. • Evidence gathered by the EEF shows that oral language interventions allow children to gain five months. https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs	1
Deploy staff effectively in EYFS to prioritise the teaching, learning and embedding of foundational knowledge and skills, and gaps due to low entry points, with a focus on: ● With more adults, pupils will have access to more quality interactions, more frequently and robustly. ● Oral language development - through the curriculum interactions and personalised	EEF Early Years Toolkit: The Communication and Language Approaches strand has a very high impact (an average of +7 months' additional progress) for very low cost, based on moderate evidence. Relevance: This is the most direct support for our goal of oral language development through curriculum interactions and personalised interventions. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2,3

interventions and Early Talk Boost £28,00		
Deploy staff effectively in KS1 to build on the teaching, learning and embedding of foundational knowledge and skills, targeting pupils who did not achieve the GLD by the end of Reception, with a focus on: ● More opportunities to build on quality interactions, with greater frequency and robustness. ● Oral language development - through the curriculum interactions and personalised interventions linked to Talk Boast for KS1 ● Increased capacity to deliver 1:1 tutoring,1:1 reading, interventions and precision teaching linked to our main challenges as outlined above	The Education Endowment Foundation (EEF) guidance report on the Deployment of Teaching Assistants explains how schools should use teaching assistants (TAs) to improve student learning without replacing the main teacher. This adds to the teacher's work and does not take it over. Students who struggle the most should still spend at least as much time with the main teacher as their classmates do. It should: **Promote Independence** **Use Targeted Interventions** **Promote independence** https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1677438749 Improving Literacy in Key Stage 1 (EEF 2020) states that Language provides the foundation of thinking and learning and should be prioritised. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2,3

Accelerated Reader £750		
High-quality phonics programs (Read Write Inc.) is used to improve reading skills, focusing on children struggling with early reading and decoding in KS1 - Teaching Assistants doing 5 afternoons per week - 1:1 tutoring £14,625	EEF highlights that phonics approaches have a strong impact on young readers, leading to an average of 4 months' additional progress, particularly when delivered in small groups or one-to-one sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
High-quality phonics programs (Read Write Inc.) is used to improve reading skills, focusing on children struggling with early reading and decoding in KS2. - Teaching Assistants doing 5 afternoons per week - 1:1 tutoring £14,625	EEF highlights that phonics approaches have a strong impact on young readers, leading to an average of 4 months' additional progress, particularly when delivered in small groups or one-to-one sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Maths intervention programme to develop understanding of the key maths information in Y6. Structured numeracy interventions aim to address specific gaps in mathematical knowledge, delivered	The EEF finds that a structured numeracy program can lead to 3 months' additional progress, especially when aligned with classroom content and monitored for impact. Selection should be guided by pupil assessment. Interventions should start early, be evidence-based and be carefully planned. Interventions should include explicit and systematic instruction. Even the	3

in one-to-one or small group settings. £2000	best designed intervention will not work if implementation is poor. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3#summary-of-recommendations	
EP Package 6 packages £3450	Educational Psychology services work to support the most vulnerable children and young people, and those with the most complex needs. The service may involve one to one work with children and young people and their parents/carers as well as work with school staff as part of their continuous professional development. https://www.napep.info/_files/ugd/6b4f08_d7a5c1123d3644df93271fbb6d72e2b7.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1166208/Educational_Psychology_services_-_Workforce_insights_and_school_perspectives_on_impact.pdf	1,2,3,7
TTRS £565 Beginning in year 2 all children will access TTRS	According to the EEF it is important to develop pupils' motivation and independence through encouraging pupils to take ownership of their own learning learning and through staff fostering enjoyment. Children need to be able to make connections between mathematical facts, procedures, and concepts. To do this pupils need to develop their fluent recall of facts.	3
TA intervention for intervention in KS2 to focus on foundational writing skills such as handwriting.	In the EEF's Improving Literacy in KS2, the recommendations includes developing pupils transcription skills through developing fluent writing that supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and	1,2

	sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Pupils' handwriting needs to be monitored to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies. To offer a uniform bank to support new and struggling families with uniform costs. £2000	Evidence gathered by the EEF show that parental engagement allows children to gain three months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement .	5,6,8
Provide experiences for children that enrich the curriculum and continue to subsidise	Evidence gathered by the EEF shows that sports participation allows children to gain two months. Evidence gathered by the EEF show	5,7

the cost of trips and residentials to ensure pupils have the opportunity to meet our childhood pledge. £10,000	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 recognises the impact non-academic strategies have on attainment: including improving attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Continued focus on the implemented whole-school behaviour policy based on positive reinforcement, with clear rules and structured support for pupils who struggle with self-regulation and behaviour (incl, behaviour support plans and support programs). JIgsaw purchase for whole school (to also include staff wellbeing). This takes the form of dedicated lessons that are incorporated into the schools PHSCE curriculum £875	The EEF notes that behaviour interventions, when integrated consistently across the school, can add up to 3 months' progress, especially for disadvantaged pupils who may face additional challenges in self-regulation and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7
Parental engagement enhanced through the use of dojo, workshops and drop ins. Work of Child and Family worker to	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.	5

support attendance. She will also support families with getting their children into schools £34, 079	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment	Spelling, Punctuation and Grammar			Reading			Writing			Maths			SPaG	
Year Group	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %
Year 1														
Baseline			0.0			0.0			0.0			0.0		
Autumn						0.0	17	47.1%	47.1	15	34.5%	34.5		
Spring						0.0	17	64.7%	17.6	15	86.7%	52.2		
Summer						0.0	16	68.8%	4.0	15	80.0%	-6.7		
Year 2														
Baseline			0.0			0.0			0.0			0.0		
Autumn				19	73.7%	73.7	19	42.1%	42.1	14	71.4%	71.4		
Spring				20	76.2%	2.5	20	55.0%	12.9	17	88.2%	16.8		
Summer				19	84.2%	8.0	19	68.4%	13.4	16	81.3%	-7.0		
Year 3														

Assessment	Spelling, Punctuation and Grammar			Reading			Writing			Maths			SPaG		
Year Group	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff	NOR	At+ %	AT+ Diff
Year 3															
Baseline			0.0			0.0			0.0			0.0			0.0
Autumn				23	54.2%	54.2	23	52.2%	52.2	22	72.7%	72.7	23	60.9%	60.9
Spring				24	62.5%	8.3	24	54.2%	2.0	23	69.6%	-3.2	24	58.3%	-2.5
Summer				24	66.7%	4.2	24	58.3%	4.2	23	82.6%	13.0	24	75.0%	16.7
Year 4															
Baseline			0.0			0.0			0.0			0.0			0.0
Autumn				17	64.7%	64.7	17	58.8%	58.8	16	87.5%	87.5	16	81.3%	81.3
Spring				17	88.2%	23.5	17	64.7%	5.9	16	87.5%	0.0	16	87.5%	6.3
Summer				17	82.4%	-5.9	17	70.6%	5.9	17	88.2%	0.7	17	88.2%	0.7
Year 5															
Baseline			0.0			0.0			0.0			0.0			0.0
Autumn				18	83.3%	83.3	21	57.1%	57.1	19	80.0%	80.0	19	94.7%	94.7
Spring				19	73.7%	-9.6	20	60.0%	2.9	17	70.6%	-9.4	18	89.5%	-5.3
Summer				19	84.2%	10.5	19	73.7%	13.7	17	83.3%	12.7	18	94.7%	5.3

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.