

# Pupil Premium Strategy 2023 - 2024



## School overview

Metric	Data
School name	<b>Hemlington Hall Academy</b>
Pupils in school	315 (including Nursery) <i>July 2024 334 (including Nursery)</i>
Proportion of disadvantaged pupils	46% (including Nursery) <i>July 2024 48% (including Nursery)</i>
Pupil premium allocation this academic year	£199,335
Academic year or years covered by statement	2023 - 24
Publish date	December 2023
Review date	July 2024
Statement authorised by	Mr Nick Blackburn
Pupil premium lead	Mrs Karen Edmenson
Governor lead	Mrs Kay Braithwaite

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,335
National Tutoring funding allocation this academic year	£10,162
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,497

## Statement of intent

In December 2023, 46% of students at Hemlington Hall Academy are entitled to Pupil Premium support. This is a decrease of 2% on the year 2022 – 2023. Of our most complex SEND children, 61% are also disadvantaged.

With such a significant number of pupils in receipt of Pupil Premium, we are committed to effectively applying funding across the school to impact on pupil learning and well-being. This includes whole-school initiatives, aimed at raising attainment and accelerating progress. Equally, we place high priority on providing support to promote positive mental health and well-being. We are an inclusive school, recognising that there are many children who are impacted by social deprivation but do not quite meet threshold for disadvantaged funding. We consider these children, as they remain significantly vulnerable due to changing circumstances, particularly in recent years.

Hemlington Hall serves a population in Middlesbrough which has one of the highest deprivation indicators in the country, with, among others, an IDAQL of 1, a crime decile of 1 and a health and disability decile of 1. These factors impact on the mental health, resilience and well-being of the majority of our pupils, who enter school at significantly below national averages, especially in self-care and communication.

Our ultimate aim is for all of our pupils, but particularly for those disadvantaged pupils, to stand shoulder-to-shoulder with their peers from any background. We intend for our children to leave us ready for the next stage in their learning and life; resilient, confident and aspirational.

Our Pupil Premium strategy aims to provide well planned and sequenced teaching for pupils to 'keep up not catch up' and enable children to at least meet end of Key Stage expectations and be ready for the next stage in their learning journey. We commit to providing a wide range of high quality experiences to develop fully-rounded individuals with positive self-esteem, confidence to aim high and achieve their individual aspirations.

## Challenges

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

Challenge number	Detail of challenge
1	The learning gaps between disadvantaged pupils and their peers needs to be reduced.

2	Pupils have limited life skills and cultural experiences beyond their home life and immediate community.
3	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
4	Some disadvantaged pupils also have additional barriers, such as additional needs, which impact in terms of their attainment and progress.

## 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
Pupils receive quality-first teaching and support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)	<p>Disadvantaged children in EYFS will achieve GLD in line with their peers</p> <p>Disadvantaged children who did not achieve GLD at the end of EYFS will achieve the pass mark for phonics</p> <p>Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths, particularly girls in Reading and Maths</p> <p>The vast majority of disadvantaged children will make at least the expected progress across the curriculum</p>
Disadvantaged pupils have opportunities and access learning and the wider school curriculum. Pupils have a breadth of experiences, including 1-1 reading, visits and residential, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	<p>Disadvantaged pupils are prioritised in relation to learning support and extra-curricular activities, in order to target specific need.</p> <p>The percentage of disadvantaged pupils who attend extra-curricular clubs will increase from previous year</p> <p>Percentage of disadvantaged children who attend more than one club will increase from previous year</p> <p>Children who attend school using school transport will have access to extra-curricular clubs</p> <p>Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers</p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.</p>
Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.	<p>To close the gap between whole school attendance and pupils in receipt of PP funding. (22-23 PP 92.6% v N-PP 94.2 <b>(-1.6%)</b>)</p> <p>To close the gap between disadvantage children persistent absence 30% and non-pupil premium</p>

	persistent absence 14.5% by reducing pupil premium persistent absence (-15.5%)
To ensure that disadvantaged pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs  2023 KS1 SEND + PP = 25% of cohort  2023 KS2 SEND + PP = 23% of cohort	To ensure that pupils make progress to achieve individual targets that have been set  The percentage of disadvantaged children with additional barriers who make accelerated progress will increase

### Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

#### Teaching

Budgeted cost: £30,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
All teachers to receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy focusing on active engagement of pupils ensuring retention of key information.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  Cognitive science research.  EEF rating: High impact Evidence base: High Cost: Moderate  This will disproportionately benefit disadvantaged pupils.	1
All teachers have to access to targeted training and support focusing on developing specific and agreed teaching strategies	EEF rating: High impact Evidence base: High Cost: Moderate  This will disproportionately benefit disadvantaged pupils.	1
All teachers to continue to be trained on HHA (Trust) expectations for Reading, Writing and Maths.	Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)  EEF rating: High impact Evidence base: High Cost: Low This will disproportionately benefit disadvantaged pupils.	1
Identified staff access DfE specialist training in order to better support the teaching of reading for 43% of children who did not meet end of KS1 EXS	EEF rating: High impact Evidence base: High Cost: Moderate This will disproportionately benefit disadvantaged pupils.	1

## Targeted Academic Support

**Budgeted cost: £90,000 approx.**

Activities	Evidence to support	Challenge Number(s) addressed
Review Support Staff strengths and cross-reference with data analysis and pupil needs. Appoint additional staff to support those who have fallen furthest behind, or who have other additional complexities which impact on their learning	EEF rating: Moderate impact Evidence base: Moderate Cost: Moderate  This will disproportionately benefit disadvantaged pupils.	1 & 4
Identify the specific needs of disadvantaged children in core subjects and create an effective programme of learning within class / pre-teaching by Teacher and TA to enhance attainment and progress. This will include Sp&L and phonics for students with limited oral language and communication skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  EEF rating: Moderate Impact Evidence base: Moderate Cost: Low - Moderate	1 & 4
SLT to support Teachers to establish teaching intervention and learning opportunities for those pupils identified through in-the-moment assessment, prior attainment / target setting and school self-evaluation as stuck / falling behind	<a href="https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</a>  EEF rating: Moderate Impact Evidence base: Moderate Cost: Moderate	1 & 4
To ensure that tutoring is carefully targeted building on the successes of last year tutoring. This is to be delivered by qualified teachers, familiar to staff, children and procedures.	<a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  EEF rating: High impact Evidence base: Moderate Cost: Moderate £10,192 + school budget support	1 & 4
Access additional Mental Health and well-being support within the school week through Bungalow Partnership Therapist, counsellors, Inside Out Professional Services and Educational Psychologist Staff to have training in 'trauma awareness'.	EEF rating: High impact Evidence base: Moderate - High Cost: Moderate - High	1 & 4

## Wider strategies

**Budgeted cost: £80,000 approx.**

Activities	Evidence to support	Challenge Number(s) addressed
<p>All year groups offered a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (i.e. Authors, Visits / visitors, OOSHLA, Art / music, and residential opportunities). Support families with funding any of the above so that all children have equal access.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF rating: Moderate Impact            Evidence base: Moderate            Cost: Moderate</p>	<p>2</p>
<p>Family Liaison Officer to work collaboratively on a day to day basis with our most vulnerable families.</p>	<p>EEF rating: Moderate Impact            Evidence base: Moderate            Cost: Low - Moderate</p>	<p>3</p>
<p>Wider support to most vulnerable families through access to Eco-Shop and Uniform / Uniform exchange</p>	<p>EEF rating: Moderate Impact            Evidence base: Moderate            Cost: Low</p>	<p>3</p>
<p>Parents can access some of their child's pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. cooking, playing an instrument, swimming, horse riding etc.).</p>	<p>EEF rating: Moderate - High impact            Evidence base: High            Cost: Low - Moderate</p>	<p>2</p>

## Part B: Review & Evaluation & Outcomes 2023-24

### Pupil premium strategy outcomes

ACTION	EVALUATION & OUTCOMES
<p>Pupils receive quality-first teaching and support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)</p>	<p>By the end of the year, the number of disadvantaged students had increased from 46% to 48%.</p> <p>The % of disadvantaged children in EYFS achieving GLD declined from 2023, however, GLD remained at National.</p> <p>3/5 Disadvantaged children who did not achieve GLD at the end of EYFS achieved the pass mark for phonics by the end of Y2.</p> <p>The gap between PP – Non PP children achieving Phonic standard narrowed from -14.8% 2023 to -7.8% 2024.</p> <p>PP children performed in line with their Non-PP peers in the Multiplication Tables Check, and their scores improved by 3.7 from 2023.</p> <p>60% of Y4 PP children attained MTC full marks, an increase of 41.2% from 2023.</p> <p>Of the Y6 KS2 PP children, 60% of them also were registered SEND, which significantly disadvantaged them further. PP cohort achieved EXS as follows:</p> <p>GPS 54% v 59% National (broadly in line)</p> <p>Reading 50% v 62% National      RWM combined 43% v 45% National (above)</p> <p>Maths 46% v 59% National      Writing 61% v 58% National (in line)</p> <p>KS2 Greater Depth scores for GPS, Reading and RWM were in line with National PP percentages.</p> <p>In non-statutory year groups, the vast majority of disadvantaged children made at least the expected progress across the curriculum</p>
<p>Disadvantaged pupils have opportunities and access learning and the wider school curriculum.</p> <p>Pupils have a breadth of experiences, including 1-1 reading, visits and residential, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.</p>	<p>Reinforced through Staff and Pupil Progress Meetings, disadvantaged pupils are prioritised in relation to learning support and extra-curricular activities, in order to target specific need. This includes 1-1 reading in and after school clubs.</p> <p>The percentage of disadvantaged pupils who attend extra-curricular clubs had increased by 18% from previous year.</p> <p>Percentage of disadvantaged children who attend more than one club has increased by 10% from previous year. This includes holiday clubs.</p> <p>Children who attend school using school transport will have access to extra-curricular clubs at lunchtimes to ensure they have an inclusive offer in school.</p> <p>3 PP Base children attended the London Residential with additional staffing to support their experience. They had a wonderful time!</p> <p>Disadvantaged children will access enhanced curriculum opportunities which include pupil voice, contributing in class, lead student roles and in-school responsibilities.</p> <p>Data shows that Hemlington Hall does all it can to provide inclusive and fair opportunities to ensure disadvantaged pupils experience and access all aspects of the school's wider curriculum.</p>
<p>Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.</p>	<p>The gap between whole school attendance and pupils in receipt of PP funding narrowed against National to -0.4%, which exceeded the target we had set ourselves by 1.2%.</p> <p>To gap between disadvantage children persistent absence and non-pupil premium persistent absence was 25% which needs continued focus in 24-25.</p>
<p>To ensure that disadvantaged pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs</p> <p>2023 KS1 SEND + PP = 25% of cohort 2023 KS2 SEND + PP = 23% of cohort</p>	<p>25% of Y1 PP cohort also had a SEND need and passed the Phonic screening in Y1.</p> <p>All disadvantaged pupils made progress to achieve individual targets set termly, and monitored half termly through Pupil Progress meetings and data analysis.</p> <p>Teachers have supported the disadvantaged children with additional barriers to make accelerated progress in all subjects. This has been particularly string in foundation subjects.</p>



