

Pupil premium strategy statement for Hanham Primary Federation 2024-2027

Year 2

This statement details our school's use of pupil 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	SWIS 261	HAI 310
Proportion (%) of pupil premium eligible pupils	SWIS 5%	HAI 12.5%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027	
Date this statement was published	October 2025	
Date on which it will be reviewed	October 2026	
Statement authorised by	Gabby Howells	
Pupil premium lead	Helen Lees	
Governor / Trustee lead	Stuart Mason Laura Pearce	

Funding overview

Detail	Amount (Est based on current numbers)	
Pupil premium funding allocation this academic year	HAI £61,690	SWI £23,640
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	
Total budget for this academic year <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>	£85,330	

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. We aspire to have pupils who thrive academically, physically, socially and emotionally. 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, disruptive home life, very low income families and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The class teacher (practitioner) is the priority 'intervention' and we aspire to lead a team of staff united with a collective understanding of roles. This approach 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We look at the 2 following groups:

Disadvantaged with no special educational needs

Disadvantaged and with special educational needs

This strategy aligns closely with our whole federation development plan (FDP) through which Inclusion threads. The FDP has 3 goals which can be summarised as:

Excellent curriculum

Excellent outcomes

Excellent Leaders

Challenges

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

Challenge number	Detail of challenge
1	PP pupils' attendance is not in line with non PP pupils. PP pupils who are also SEN have particularly poor attendance.

2	A high proportion of PP pupils are working just below the ARE in one or more of the core subjects
3	Some PP pupils are working at greater depth in one or more subject but their attendance is low
4	Pupils on EHAP and CIN plans with ACEs and adverse social backgrounds are all PP pupils
5	PP pupils who excel in wider curriculum areas are not purposefully guided to further develop talents

Intended outcomes pupils

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
All PP pupils' attendance will be in line with non PP	Attendance data
PP who have no identified SEN will be working at ARE or above in the core subjects	Reading, writing and maths data
PP pupils who receive SEN provision will achieve short term and long term outcomes on plans <i>New outcome(2025-6)</i> <i>All pupils with SEN and PP will make expected progress or more from the starting point at the beginning of the year.</i>	EHCP and SEN Support plan reviews
PP pupils who are working at greater depth in one core area will be given opportunities to be greater depth in more than one subject.	Reading, writing and maths data
PP pupils on EHAPs and CIN plans will have actions related to their academic outcomes <i>New outcome (2025-6)</i> <i>All triple vulnerability pupils will make expected progress from their starting point in RWM</i>	Plan reviews
PP pupils who are talented in wider curriculum subjects will have opportunities to develop their skills <i>New outcome (2025-6)</i> <i>PP pupils talented in a wider curriculum area will be identified and progress will be above expected</i>	Wider curriculum data Participation at extra curricular clubs

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: **£41,927**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuing professional development with class teachers being the key practitioners in the pupil's journey (Relationships)</i> NO COST	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_te	1,2,3,4,5
<i>Whole Federation Oracy Project linked to teacher appraisals</i> NO COST	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&utm_medium=search&utm_campaign=site_search&search_term=oracy	2
<i>Retaining Parent Link role</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4
<i>Retaining TA running HAJ Breakfast/nurture club</i>	https://www.nurtureuk.org/research-evidence/	1,4

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

Budgeted cost: **£62,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher interventions</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3
<i>TA interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2.3

<i>Specialist teacher intervention</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3
<i>Forest skills interventions</i>	https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/	1,4,5

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4.5
Termly attendance reviews and staged meetings involving Parent Link then EWO where needed	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence?utm_source=/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence&utm_	1
Promotion of extra curricular clubs to disadvantaged pupils		5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All PP pupils' attendance will be in line with non-PP <u>SWI Non-PP</u> 93.5% PP 93.6% - in line but overall attendance is relatively low all round so needs to remain as an outcome <u>HAI Non-PP</u> 96.3% PP 93.0%
PP who have no identified SEN will be working at ARE or above in the core subjects RWM average within 5% of non-PP for RWM for the federation All 71% PP 66%
PP pupils who receive SEN provision will achieve short term and long-term outcomes on plans Identified groups of double vulnerability as a key group to focus on next academic year as progress has been identified as needing to be a focus group New outcome All pupils with SEN and PP will make expected progress or more from the starting point at the beginning of the year. (LEAF trust focus on adaptive practice which all staff including TAs will access)
PP pupils who are working at greater depth in one core area will be given opportunities to be greater depth in more than one subject. Start of Year-4 children with Greater depth in one or more areas. End of Year- 7 children Greater depth in one area. 2 children made greater depth in 2 or more (50% of those at start of year gained in one area)
PP pupils on EHAPs and CIN plans will have actions related to their academic outcomes All plans focused on attendance and parenting support rather than academic outcomes New outcome All triple vulnerability pupils will make expected progress from their starting point in RWM
PP pupils who are talented in wider curriculum subjects will have opportunities to develop their skills New curriculum design and assessment systems developed 2024-5 2025-6 new outcome PP pupils talented in a wider curriculum area will be identified and progress will be above expected Pupil Book Study and exemplary work celebrated Club opportunities