

Pupil premium strategy statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hamble Primary School
Number of pupils in school	349 (correct as of 01.12.25)
Proportion (%) of pupil premium eligible pupils	79 so 22.6% (correct as of 01.12.25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/4, 2024/5, 2025/6
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Hewitt
Pupil premium lead	Oliver Precious
Governor / Trustee lead	Annie Yuratich

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,490 – current academic Sep Based on PP figures from Oct '24 census at £1480 per child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£123,490

Part A: Pupil premium strategy plan

Statement of intent

We aim for all pupils at Hamble Primary School to be happy, confident and well-informed communicators with high aspirations, and have respect for their community and the wider world. Our ultimate objectives are:

- For all children to meet or exceed nationally expected progress rates in reading, writing and maths through quality first teaching;
- That all pupils, irrespective of background, have equal access to, and engage in, all aspects of school life;
- That children are supported socially and emotionally in order to help them make informed and healthy choices across all aspects of their life.

We aim to do this through:

- Ensuring our children access quality first teaching across their learning, with our school aims at the heart of everything we do;
- Ensuring that children have access to high quality interventions and support in their learning, where this is identified as being appropriate through assessment and monitoring;
- A well-structured and clearly defined curriculum that is designed to support children's retention and ensure that gaps in knowledge are rapidly closed. This includes pre-teaching and revisits during early morning activities as well as in clearly defined timetabled lessons, and targeted support to small groups during planned revisit time;
- A rich, recursive curriculum, with support delivered by experienced practitioners who know our children and their needs, enabling them to access learning at an appropriate level in order to support;
- Delivering rich, cross-curricular learning opportunities to further broaden and apply children's knowledge and vocabulary through our planned curriculum, outdoor learning provision, school trips and residential visits;
- Giving pupils regular opportunities to contribute to school planning, our curriculum design, curriculum content and design of the school grounds;
- Ensuring our children are supported emotionally by expertly trained adults and the continued resourcing of classrooms with books chosen to help promote mental health;
- Having a dedicated member of the senior leadership team whose role it is to oversee the monitoring and progress of these children and engagement with families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrow the attainment gap between disadvantage and non-disadvantaged students in Reading, Writing and Maths, including phonics and multiplication tables fluency, as well as narrow the attainment gap between disadvantaged and non-disadvantaged students in the Early Years Foundation Stage.</p> <p>End of Key Stage 2, multiplication tables check, phonics screening and internal assessment data indicates that attainment in reading, writing and maths for disadvantaged pupils is lower than non-disadvantaged pupils.</p>
2	<p>Attendance and punctuality.</p> <p>Attendance for our disadvantaged pupils is lower than other groups.</p>
3	<p>Increased numbers of children with SEND whilst being in receipt of the pupil premium grant.</p> <p>Internal and external assessment shows that outcomes for children that fall within this group are lower than those pupils that are disadvantaged only and non-disadvantaged. Children in this grouping also require further support with motor skills.</p>
4	<p>Ensuring all our disadvantaged children engage in wider school life, including trips, clubs and wider school activities.</p> <p>Promote parental engagement with in-school activities relating to learning outcomes and experiences.</p>
5	<p>While the percentage of children achieving the exceeding outcomes is rising, it is not yet in line with children who do not trigger the Pupil Premium Grant.</p>
6	<p>Continue to ensure children receive appropriate emotional support when in school in order for them to be ready to access learning.</p> <p>Observations and discussions with pupils and families have identified that there is increasing social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, relating to their attendance and attainment.</p>

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
Challenge 1, 3 and 5: To improve academic outcomes for children, including the number of children that meet expected outcomes or achieve greater depth.	Assessment through standardised testing, as well as through teacher assessment, will show that the attainment gap between disadvantaged pupils and non-disadvantaged pupils has diminished year-on-year.
Challenge 2 and 3: To improve attendance, including lateness and reduce the number of pupils that are persistently absent.	<p>Attendance is in line or better than national.</p> <p>Overall absence for pupils is no more than 4%.</p> <p>Lateness is reduced through use of parental engagement strategies and in-school activities.</p>

	Attainment improves for those pupils previously identified as persistently absent through increased attendance and engagement.
Challenge 4 and 2: To engage pupils and parents/guardians with wider school life.	<p>Pupil attendance of school trips and residential is in-line with those falling into the non-disadvantaged group.</p> <p>Barriers are removed through careful allocation of school pupil premium grant.</p> <p>Pupils continue to receive the opportunity to attend school-related events that are outside of the school curriculum.</p> <p>The percentage of parents or guardians attending in-school celebrations of work increases.</p>
Challenge 6 and 2: To improve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing, demonstrated through student voice and parent data.</p> <p>Fewer referrals to ELSA or similar programmes, with children demonstrating lasting impact of intervention.</p> <p>Improved attendance for children that have engaged with ELSA or external support interventions.</p>

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: £11,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the explicit teaching of progressively ambitious vocabulary across the curriculum with opportunities for pre-learning prior to application in core subjects/theme weeks.</p> <p>Develop a whole school approach to oracy to promote better oral, and written, outcomes for pupils.</p>	<p>Quigley, A. (2018) Closing the Vocabulary Gap. Oxon: Routledge</p> <p>Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd</p> <p>Jarman, E. (2011) A Place to Talk in KS1. London: A&C Black</p> <p>On entry to school, disadvantaged pupils' spoken language development is significantly lower than their more advantaged peers. On leaving school, children with poor verbal communication skills are less likely to find employment and suffer from mental health difficulties. On average, oral language interventions have a high impact on pupil</p>	1, 3, 5, 6

<p>Continue to refine approaches to whole class reading model and writing learning journeys, including allocated time to English lead to support monitoring, resourcing, restructuring of curriculum and delivery of CPD.</p>	<p>outcomes (+6 months' additional progress). EEF</p> <p>Ensuring vocabulary is explicitly taught to help develop children's language and ensure they apply it in their learning. This is particularly to support our disadvantaged children as research shows that these children typically have a less developed vocabulary by the time that they reach primary school and this gap continues to widen.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupil's reading capabilities and include activities and texts that provide an effective, but not overwhelming, challenge: EEF</p> <p>Continued implementation and delivery of learning relating to WellComm Speech & Language assessment tool. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Continue to work with the maths hub to embed Teaching for Mastery across all year groups and Mastering Number across our Early Years and Key Stage 1.</p> <p>Maths CPD for teachers new to school and those in new year groups to ensure consistency of delivery of maths provision.</p> <p>Allocated time for Maths lead to support monitoring and resourcing of the maths curriculum as well as</p>	<p>Rowland, M. (2017) Learning without labels. Woodbridge: John Catt Educational Ltd</p> <p>This details the importance of CPD to ensure quality first teaching. Research shows that this has the most impact on children's learning.</p> <p>Fair Education Alliance (2017) Closing the attainment gap in maths: a study of good practice in early years and primary settings, London: FEA. Available at: article</p> <p>Hodgen, J., Foster, C., Marks, R., & Brown, M. (2018). Evidence for Review of Mathematics Teaching: Improving Mathematics in Key Stages Two and Three: Evidence Review. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk/</p>	<p>1, 3, 5</p>

deliver appropriate CPD to support staff	evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three/	
Actively identifying motor skill difficulties using the NHS Therapy pack, EYs Motor Skills Checklist and then subsequent implementation of linked intervention from the Therapy pack.	Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Fine motor skills - Help for early years providers - GOV.UK (education.gov.uk)	1, 3, 5
Phonics Lead – Embed Little Wandle phonics programme. Training for support staff, resourcing and CPD for all staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 5
Training for new teaching staff within the school to promote accelerated progress for pupils in line with end of key stage expectations	Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd	1, 3, 5

Teacher and support staff CPD programme to develop skills and embed new skills introduced through training	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes – EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 3, 5, 6
--	---	------------

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

Budgeted cost: £58,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions for disadvantaged pupils falling behind age related expectations. This is to be reactive to what is going on in the classroom, based on prior assessment and knowledge of the children and include pre-teaching and supportive catch-up sessions to help bridge the gap as a result of missed learning and disadvantage. This is to be delivered by our strongest supporting classroom practitioners and will include input for phonics, reading, writing and maths.</p>	<p>A research summary compiled by the EEF, entitled '<i>Best evidence on impact of Covid-19 on pupil attainment</i>' shows that while many studies show similar learning effects between English and mathematics learning, some studies – including the analysis commissioned by the DfE on autumn term outcomes do indicate some increased learning loss for mathematics. A link to the articles can be found here.</p> <p>This study finds that disadvantage gaps for primary maths have widened since Autumn 2019. Between Autumn 2019 and Autumn 2020, the gap in maths widened by between 10% and 24%. This gap remained consistent during Autumn term, with no signs of closing. There was no evidence of gap widening in English.</p> <p>Weidmann, B., Allen, R., Bibby, D., Coe, R., James, L., Plaister, N. and Thomson, D., Covid-19 disruptions: Attainment gaps and primary school responses, Education Endowment Foundation, 2021 available from: article</p> <p>Sharples, J., Albers., Fraser, S., Kime, S., (2019). Putting Evidence to Work: A School's Guide to Implementation. London: Education Endowment Foundation. The report is available from: https://tinyurl.com/4cs8t5a8</p>	1, 3, 5, 6

	<p>In this review, see below, the EEF states that when implementing small group tuition, schools should consider how to ensure there is a positive impact. They suggest this is done through:</p> <ul style="list-style-type: none"> - Accurately identifying the pupils that require additional support. - Understanding the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately. - Ensuring teachers are well-prepared for having high quality interactions with pupils, such as delivering well-planned feedback. - Ensuring that small group tuition is well-linked to classroom content. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Hodgen, J., Foster, C., Marks, R., & Brown, M. (2018). Evidence for Review of Mathematics Teaching: Improving Mathematics in Key Stages Two and Three: Evidence Review. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three/</p>	
Continued purchase of Numbots and Times Table Rockstars to support those children that have not met expectations, with a focus on data points at Year 2 and Year 4	<p>NUMBOTS and Times Table Rock Stars are platforms developed by Maths Circle, which has worked with NCETM, White Rose Maths and leading academics in Singapore and Shanghai to develop a programme which ensures children gain a robust understanding of mathematical concepts, strengthened by automatic recall of basic number. As this is a new platform, research behind Numbots itself is limited, however much research has been drawn on in designing it. It sits firmly in line with our school 'revisit and enrich' approach and helps children to become more secure in basic number beyond the classroom. This also supports parents in working with their children at home. Some case studies from the Maths Circle can be found here:</p> <p>https://numbots.com/2021/03/26/year-one-wonders/ https://numbots.com/2021/07/07/spratton-hall-trial-numbots/</p> <p>The EEF Guide to Supporting School Planning: A tiered approach to 2020-21 https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19/Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/ee-f-publishes-guidance-to-help-teachers-boost-maths</p>	1, 3, 5

	<ul style="list-style-type: none"> - Use tasks and resources like digital technology to support good maths teaching. - Use assessment of children's maths to focus on the maths they find difficult. 	
Continued purchase of Wellcomm Language Screening, staff training and staff resourcing	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 5, 6

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

Budgeted cost: £54,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the role of pupil voice across the school so that children more heavily influence our curriculum design, content and our grounds.	<p>Improving social and emotional learning in primary schools. Guidance Report EEF</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
Time for the PPG lead to focus on provision and support for those children who trigger the PPG across the school. As well as academic benefits, this will also ensure attendance levels continue to improve for those children with less than 96% and to provide support for those families where home-life is at times particularly 'chaotic'.	<p>Rowland, M. (2014) A Practical Guide to the Pupil Premium. Woodbridge: John Catt Educational Ltd</p> <p>Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd</p>	1, 2, 3, 4
Continuing with outdoor learning provision across the school to provide children who trigger the PPG with rich	A review of 61 studies found evidence linking forest schools with improved social skills, self-control, self-confidence, language and communication.	1, 3, 4

cross-curricular learning opportunities.	<p>Gill, T. (2011) Children and nature. A Quasi-systematic review of the empirical evidence. Greater London Authority</p> <p>Fiennes, C., Oliver, E., Dickson, K., Escobar, D., Romans, A., Oliver, S. (2015). The Existing Evidence-Base about the Effectiveness of Outdoor Learning. Evidence Review. The report is available from: https://tinyurl.com/hbyewifb</p>	
Refreshing of PE kit and providing school uniform (including shoes), as required, for those children who monitoring shows are unable to participate or who have to use uniform due to lack of kit.	<p><i>Blandford, S. (2019) Born to Fail? Social mobility: a working class view. Woodbridge: John Catt Educational Ltd</i></p> <p>Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd</p>	3, 4
Emotional and friendship support at lunchtimes for those pupils who need it. This includes additional adults being outside and resourcing the playground with PE equipment to run games and lunchtime activities.	<p>Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd</p> <p>Evidence from here supports the importance of emotional support and inclusion.</p>	4, 6
ELSA support for vulnerable children. THRIVE intervention with key children who need this targeted emotional support.	<p>Improving social and emotional learning in primary schools. Guidance Report EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations:</p> <ul style="list-style-type: none"> - Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health - Recommended in 'Choosing Health' - Reviewed very positively by the TES in 2003, the leading UK website for teachers and education professionals. 	6
Financial support to ensure that no children miss out on a school trip or residential due to cost.	<p>Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd</p> <p>Evidence from here supports the importance of inclusion.</p>	4

<p>Lego Therapy to support emotional, social and communication skills delivered by the SENCO.</p>	<p>LeGoff, D.B. Use of LEGO® as a Therapeutic Medium for Improving Social Competence. <i>J Autism Dev Disord</i> 34, 557–571 (2004). https://doi.org/10.1007/s10803-004-2550-0</p> <p>Owens, G., Granader, Y., Humphrey, A. <i>et al.</i> LEGO® Therapy and the Social Use of Language Programme: An Evaluation of Two Social Skills Interventions for Children with High Functioning Autism and Asperger Syndrome. <i>J Autism Dev Disord</i> 38, 1944–1957 (2008). https://doi.org/10.1007/s10803-008-0590-6</p>	<p>6</p>
<p>Continue to shape extra-curricular programmes that children are interested in and support to attend.</p> <p>Continue to expose PPG children to wider life experiences that provide them with knowledge of the wider world.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 4</p>
<p>Continue to provide opportunities for the development of cultural capital for those children in receipt of PPG.</p> <p>Hire of minibus from local secondary school to take PPG children to enrichment opportunities off-site, with parents accompanying</p>	<p>Whilst there is limited evidence relating to outdoor adventure learning and trips, high-performing primary school ‘subsidised trips and extra-curricular activities’.</p> <p>‘Evidence of subtle but distinctive set of cultures...’ linked to ‘horizon broadening’ trips.</p> <p>https://assets.publishing.service.gov.uk/media/5b5f2cb3e5274a3fd704bada/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	

<p>Opportunities for parents to attend on-site activities in line with the school curriculum, including additional sessions to promote purpose and engagement in order to boost attendance for disadvantaged pupils.</p> <p>Increased family liaison through on site family engagement worker, with a view of targeting parents/guardians of children whose attendance is low or continues to be low.</p> <p>Adapting parental communication to make this more accessible and available to parents, especially those that may have limited literacy abilities.</p>	<p>The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment. This is very challenging to implement in practice. Some key elements schools might choose to implement include:</p> <ul style="list-style-type: none"> - Tailoring communications to encourage positive dialogue about learning - Regularly reviewing how well the school is working with parents, identifying areas for improvement - Offering more sustained and intensive support where needed <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,4
<p>All children in receipt of the PPG have guaranteed access to a club for a minimum of one half term. This supports the children's social skill development and physical wellbeing.</p>	<p>Physical activity – EEF document - https://shorturl.at/hiBGX</p> <p>https://fitforliveschools.org.uk/</p>	5,7,8
<p>Rainbow Room provision to ensure that pupils whom do not have the capacity to sustain longer periods of in-class participation have a skill-led provision that supports their long-term presence and success in the classroom</p>	<p>Improving social and emotional learning in primary schools. Guidance Report EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1, 3, 6
<p>Implementation of Sensory Circuits intervention to support the motor development of</p>	<p>There is limited evidence to support the impact of sensory circuits, but there are numerous benefits attributed to physical activity to support children.</p>	1, 2, 3, 6

pupils as well as support attendance for those pupils identified as being persistent absentees or demonstrating trends similar to this	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Training, including staff INSET, and implementation Zones of Regulation	<p>There is an increasing base of evidence to support implementation of Zones of Regulation, including:</p> <ul style="list-style-type: none"> - Improved self-regulation skills - Lower levels of emotional dysregulation - Gains in academic performance https://zonesofregulation.com/research-and-evidence/ https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £123,490

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024 25** academic year.

The performance of disadvantaged pupils in the school during 2024/25 has been analysed using key stage 2 performance data, phonics check results, multiplication tables tests and internal assessment.

Assessment show that the performance of disadvantaged pupils in KS2 is lower than other pupils in reading, writing and maths. Whilst this is lower than other pupils, the percentage of students achieving the expected standard for reading, writing and maths increased year on year. The school's performance in writing was above local authority but below nation (+4.2% vs local authority; -1.7% vs National); however, the school's performance in reading (+8.2% vs local authority; +5.1% vs National) and maths (+11.9% vs local authority; +7.7% vs National) were both above local authority and National outcomes. The combined reading, writing and maths results were both above national and local authority, increasing the attainment against these increasing year-on-year (2024/25 +11.7% (23/24: +6.3%) vs Local authority; 2024/25 +5% (2023/24 +0.5%) vs National).

Assessment for phonics showed that school performance was above both National and Local Authority (+8% v National; + 9% vs local authority) which represents an improvement on the previous year when the school was below both national and local authority. Assessments for multiplication tables checks in Year 4 showed that disadvantaged children performed better than both National and Local Authority (average 23.1 vs 18.1 Local; 19.4 National).

Early Years data shows that disadvantaged pupils in year R did not meet a good level of development; however, there was only one child in the cohort that was in receipt of the Pupil Premium Grant (0% vs. 49.9% Local Authority; 51.5% National).

The data demonstrates that progress is being made, especially against the local and national picture. Data also shows that children in receipt of the Pupil Premium Grant are closing the gap on those children not in receipt of the Grant. Closing the gap is an ongoing area for improvement for the school, but it is clear that there has been significant impact through implementation of the strategies outlined in this document. The implementation and tailoring of the strategies will likely factor into the strategy for the next academic year, with a view of diminishing the difference in attainment between those in receipt of the Grant and those that are not.

Furthermore, the data has shown that disadvantaged pupils that are also SEND are further behind their peers and will therefore be a further target group for the 2025/26 academic year and plan.

Wider strategies were mostly successful, with pupil well-being improving as identified through assessments and teacher observations. Attendance data also shows that targeted intervention and strategies supported the attendance for specific children who receive the Pupil Premium Grant.

Funding was used to ensure that all disadvantaged pupils attended curriculum trips, and was also used to support these pupils in accessing wider curriculum activities and events.

Whilst there was an overall improvement in the performance of pupils receiving the Pupil Premium Grant, there is still a need to ensure that the implementation of successful approaches is consistently embedded across the school through training and rigorous monitoring.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Hamble Primary School, we have very few children who benefit from service pupil premium. For those that do, they benefit from music lessons which are contributed towards through use of this funding and from the various other academic benefits as listed.