



Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) 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	353
Proportion (%) of pupil premium eligible pupils	22.1% (correct as of 13.9.23)
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Hewitt
Pupil premium lead	Claire Hall Nancy Donohoe (reviewed)
Governor / Trustee lead	Eileen Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,480 – current academic Sep Based on PP figures from Oct '22 census
Recovery premium funding allocation this academic year	£11,600 £145 x per pp pupil
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	£142,080

Part A: Pupil premium strategy plan

Statement of intent

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

- For all children to make or exceed nationally expected progress rates in reading, writing and maths through quality first teaching.
- That all pupils, regardless of disadvantage, engage in all aspects of school life equally.
- That children are supported emotionally and socially in order to help children 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 the appropriate provision is in place for children who need it to receive high quality interventions and support in their learning as identified by class teachers.
- Catch-up provision which sits alongside children's current class learning to avoid cognitive overload. It includes pre-teaching and revisits during early morning activities 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.
- 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.
- Pupils are given regular opportunities to contribute to school planning both with our curriculum design, content and 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.

The key principles of our strategy plan are that we will:

1. Explicitly teach ambitious vocabulary across the curriculum in both core and foundation subjects.
2. Ensure children receive targeted catch-up support from highly skilled practitioners. This is based on individual needs to address gaps as a result of disadvantage and school closures.
3. Further enrich teaching and provision of number across EYFS and KS1 and to enhance our mastery approach across KS2.

4. Ensure no child misses out or feels segregated due to disadvantaged.
5. Support mental health and wellbeing to enable children to access learning.
6. Provide a rich cross-curricular learning platform, where the children achieve in line with our school aims and deepen and apply their knowledge through experiences that include learning beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Continuing to narrow the attainment gap across Reading, Writing and Maths.
2	Ensuring children 'catch-up' as a result of gaps in knowledge from missed learning.
3	Continuing to ensure that the attendance rates for those who trigger the Pupil Premium Grant, remain in line with those who don't.
4	For some pupils, poor parental engagement for parents' evenings, information evenings, other in-school events and home learning tasks.
5	Ensuring all our disadvantaged children engage in wider school life including trips and wider school activities.
6	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.
7	Continuing to ensure children receive appropriate emotional support when in school in order for them to be ready to access learning.
8	Motor skills and being ready for writing is hindering children's handwriting ability and therefore their written outcomes.

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Show consistency and maintain at least national average progress scores in KS2 Maths
Attendance	Ensure attendance of all disadvantaged pupils is consistently above 96%

Achieve exceeding outcomes at the end of KS2	Increase the percentage of pupils who achieve Higher Scaled Scores at the end of KS2
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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: **£6,000**

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>Senior and middle leaders will plan and support in the delivery of the curriculum through delivering CPD, supporting staff in class and with planning and monitoring its effectiveness.</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>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.</p>	1, 2, 6
<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 to ensure consistency of delivery of maths provision.</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>	1, 2, 6

	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/	
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)	1,8

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

Budgeted cost: £60,000 (20,000 HLTA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>Our diagnostic assessments and external research (see below) shows that maths learning was impacted the most as a result of lost time in school. This was a focus for 2021/22 and the impact of the support given is evident in our end of year data for summer '21. The evidence below supports our focus on maths in 2021/22.</p> <p>We will continue to support in this way, with a focus on writing as well as maintaining our support for reading 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%.</p>	1, 2, 4, 8

	<p>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>Research regarding the importance of using assessment to build on pupils' existing knowledge and understanding and using interventions to provide additional support.</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>	
<p>Continue to embed the use of NumBots to help build confidence and secure maths knowledge in the Early Years and Key Stage 1. Children to be given remote access to this by providing devices to any families where children do not otherwise have access to one. This enables children to catch-up and revisit concepts taught in school at home. Children to be rewarded in celebration assemblies for accessing and improving their maths knowledge through NumBots.</p>	<p>NUMBOTS is a new platform made by Maths Circle (the same people who designed Times Tables Rock Stars), 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: 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>Providing catch-up mathematics for children who have missed schooling due to the pandemic. Recent research shows that maths has been the subject impacted the most as a result of school closures due to COVID-19.</p>	1, 2, 4

	<p>A Space for Maths Exploring the need for maths tutoring and the potential role of Third Space Learning</p> <p>https://cfey.org/wp-content/uploads/2021/09/A-Space-for-Maths-Sept-2021-for-publication-amended.pdf</p>	
<p>Ensure our disadvantaged pupils receive targeted catch-up support and appropriate interventions where necessary based on their current classroom learning. This is to be delivered by our strongest supporting classroom practitioners and will include input for phonics, reading, writing and maths.</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:</p> <p>https://tinyurl.com/4cs8t5a8</p> <p>Using the Education Toolkit, which can be found at the link below, these reviews have helped to inform us of how best to organise our catch-up support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>This shows evidence for one-to-one tuition and how best to use it effectively for maximum impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#nav-what-is-it</p> <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>	2,8
<p>Embed the use of technology across the school to support learning of multiplication through Times Tables Rock Stars and to develop children's use of ICT both within computing and across</p>	<p>https://educationendowmentfoundation.org.uk/news/ee-f-publishes-guidance-to-help-teachers-boost-maths</p> <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. 	1, 2

the curriculum so they are technology literate.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,000

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.	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	5
Release time for the PPG lead (Miss Hall) 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'.	Rowland, M. (2014) A Practical Guide to the Pupil Premium. Woodbridge: John Catt Educational Ltd Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd	2, 3, 4
Continuing with outdoor learning provision across the school to provide children who trigger the PPG with rich cross-curricular learning opportunities.	A review of 61 studies found evidence linking forest schools with improved social skills, self-control, self confidence, language and communication. Gill, T. (2011) Children and nature. A Quasi-systematic review of the empirical evidence. Greater London Authority 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/hbyewjfb	1, 5
Refreshing of PE kit (including shoes), as required, for those	<i>Blandford, S. (2019) Born to Fail? Social mobility: a working class view.</i> Woodbridge: John Catt Educational Ltd	5

children who monitoring shows are unable to participate or who have to use uniform due to lack of kit.	Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd	
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.	Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd Evidence from here supports the importance of emotional support and inclusion.	5, 7
Newly appointed ELSA support for vulnerable children. THRIVE intervention with key children who need this targeted emotional support.	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 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: <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. 	7
Financial support to ensure that no children miss out on a school trip or residential due to cost.	Rowland, M. (2021) Addressing Educational Disadvantage in schools and colleges: The Essex Way. Woodbridge: John Catt Educational Ltd Evidence from here supports the importance of inclusion.	5
Lego Therapy to support emotional, social and communication skills delivered by the SENCO.	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 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	7

<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>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
<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 skills development and physical wellbeing.</p>	<p>Physical activity – EEF document - https://shorturl.at/hiBGX</p> <p>https://fitforliveschools.org.uk/</p>	5,7,8

Total budgeted cost: £137,000

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 **2022 23** academic year.

The impact of our PP activity

Teaching

Activity	Impact	Challenge number(s) addressed
<p>Explicit teaching of progressively ambitious vocabulary across the curriculum with opportunities for pre-learning prior to application in core subjects / theme weeks.</p> <p>Senior leaders will plan and support in the delivery of the curriculum through delivering CPD, supporting staff in class and with planning and monitoring its effectiveness.</p>	<p>Evidence from book looks, learning walks and pupil conferencing from subject leaders, senior leaders and during Ofsted Inspection (June 2023) identify that children are both understanding progressively ambitious vocabulary across the curriculum as well as an increased ability to correctly apply this vocabulary within a variety of written contexts. Writing outcomes are of a high quality and identify evidence of understanding of meaning. Feedback from parents during theme outcomes also highlight how knowledgeable and language-rich the children are about their theme.</p> <p>Planned CPD for staff throughout the year on retrieval – using key texts from Kate Jones – have enabled teaching practices to have an enhanced focus on retrieving and remembering key knowledge, including key higher level / theme-appropriate vocabulary. This is through tasks that themselves are repetitive or recursive so that the children are focusing on the learning rather than how to approach a task, thus reducing cognitive load which is key for some of our more vulnerable learners.</p>	1 2 6

	<p>Curriculum approach at Hamble Primary to have a reading week / key text-focused week as the first week of the half term, to identify and explore new vocabulary which will then be used within subsequent theme and writing weeks, is now firmly embedded. Texts are specifically and carefully chosen by English subject leaders to ensure there are clear links to the subsequent knowledge threads the children will learn about in theme week. This allows learners to have in-depth learning opportunities to acquire new, ambitious vocabulary as well as understand it before applying it and for staff to ensure that they can support any vulnerable learners through strategies such as pre-teaching.</p> <p>Work with Headteacher and individual subject leaders have resulted in knowledge progressions for each foundation subjects to be created. These are explicit in the key knowledge and ambitious vocabulary that children need know for their year group and theme, and also demonstrate the progression in language acquisition that is expected. This also allows teachers to ensure that all learners are secure in their knowledge from previous year groups before moving on, and introduce pre-teaching or other retrieval-based interventions as is necessary.</p> <p>The introduction of 'drawing club' in Year R during the course of the year has provided our youngest learners to develop their ambitious vocabulary and range of language. The impact of this is to be monitored as the provision continues from the start of the next academic year.</p> <p>Implementation of the silent teacher approach, as delivered through CPD, has</p>	
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	<p>been particularly effective in maths lessons where learners are provided with opportunities to use their acquired mathematical language to develop their understanding of strategies and concepts. Prompts on boards or within the learning environment enable children to refer to key phrases or concept-linked vocabulary to use within their own explanations as well as verbal and/or written reasoning skills.</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>A continued focus on the Mastering Number programme across Key Stage One and Early Years has maintained a positive and effective approach to developing fluency of key mathematical knowledge and fundamental concepts. Teachers have reported its effectiveness and how engaging the sessions are due to the visual and kinaesthetic approach, as well as the use of familiar characters. Teachers report and have identified gains in confidence from pupils, particularly those who are more vulnerable, in terms of applying their mathematical knowledge with increasing levels of independence; resulting in the key role of the adult to be for the new concepts of learning rather than key facts such as number bonds.</p> <p>The skills and subject knowledge of the teachers who have been part of the maths hub has begun to be shared amongst the whole teaching staff. Approaches that were on a trial basis within the Year 3, 4 and 5 classes are now being transferred throughout the school, with one teacher who attends the hub taking on the role as maths leader for the school.</p>	1 2 6

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

Activity	Impact	Challenge number(s) addressed
<p>Small group maths 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 led by experienced practitioners, including the maths lead. These children will also benefit from an HLTA within their maths lesson (approximately once a week) to allow them focused support to help catch-up.</p>	<p>It had been identified through pupil progress meetings and QLA of SATs papers that where some children are not making progress or are falling behind their age-related expectations was due to their lack of knowledge of or ability to retain key number facts, including number bonds and times tables. During SATs, for example, children were taking time to solve a simple times table question that only formed one step of the whole question, or they were making simple errors within their calculations. Retraining of LSAs and information sharing to teachers on Precision Teaching as an approach to closing key knowledge gaps in maths as well as reading and spelling. Progress can be tracked and monitored closely by year teams and tailored towards individuals. Having a dedicated member of staff to work on closing the gap for children who did not partake in home learning or were deemed as disadvantaged was effective. Now that COVID was not as prominent and children were back in school full time, effective class teaching was able to resume. However, the impact of having that dedicated member of staff to help children catch-up on their learning could not go unrecognised. The HLTA that was used in the previous academic year no longer works at Hamble Primary School, and so an alternative approach was needed. Sent a Year 6 LSA onto the training for the National Tutoring Programme to continue the work that was being done as impact was being recognised by teachers and senior leaders. The focus children now were those who were not making accelerated progress or those who had key fundamental gaps in</p>	<p>1, 2, 4</p>

	<p>their learning identified through assessments, as well as those identified as disadvantaged or vulnerable. The focus children were initially Year 6 children in preparation for SATs and then after SATs, Year 5 children who were not expected to make ARE at the end of the year due to a particular weakness began their tutoring journey, rather than waiting until they were in Year 6. This was an effective idea and something to repeat in the next academic year.</p>	
<p>Buy and embed use of NumBots to help build confidence and secure maths knowledge in the Early Years and Key Stage 1. Children to be given remote access to this by providing devices to any families where children do not otherwise have access to one. This enables children to catch-up and revisit concepts taught in school at home.</p>	<p>NumBots has continued to be effective – as is Times Table Rock Stars – in terms of enabling children to develop their fluency in key number facts and be secure in their fundamental mathematical knowledge.</p> <p>Teachers monitor the use and frequency in which their children access the app, as well as the progress they make. The loaning of devices is still available and monitored by staff when establishing how often the children are practising at home.</p> <p>It is understood that it might not be a lack of device issue for some of our children which impact on children practising at home or making progress, but simply having the time to do it. Therefore, it was decided that at least once a week, the children in Key Stage 1 will have access to iPads to go on NumBots as part of their EMA learning, or mathematical interventions. Pupil Premium funding has been spent on purchasing year group sets of iPads, to enable all children to have access whenever they need it.</p> <p>Children are enticed and incentivised to practise their NumBots through certificates being awarded in weekly celebration assemblies.</p>	1 2 4

<p>Ensure our disadvantaged pupils receive targeted catch-up support and appropriate interventions where necessary based on their current classroom learning. This is to be delivered by our strongest classroom practitioners and will include input for phonics, reading, writing and maths. Our Vulnerable Child Lead will be doing this and also supporting our families by continuing to strengthen relationships by ensuring there is regular contact and support where needed.</p>	<p>At termly pupil progress meetings, we talk about every child who triggers the PPG. SLT monitor exactly how key groups are doing and we discuss strategies to support children where necessary. Initially, there was little to no gap in attainment difference between PPG and non, however end of year data has identified some clear gaps which need to be addressed as a major focus in the next academic year and an investigation as to why the gap arose. This will form part of the School Improvement Plan for 2023-2024 as well as the new Pupil Premium Strategy.</p> <p>It was recognised that a lot of our children who trigger PPG are often on our SEND register, and therefore, there was a significant difference between PPG and the rest of the school. It was decided that percentages for PPG would be of all PPG children as well as PPG minus SEND. As a school, we were aware that this could have an impact on numbers in terms of those children who are PPG and SEND but for needs other than cognition and learning – i.e. those PPG children who were actually on track or achieving ARE, however it would not be a true reflection if it was not a case that it was all SEND to be removed from the percentages. This results in our assessment figures identifying PPG all vs non PPG, PPG-SEND vs non PPG-SEND; highlighting how much of a vulnerable group our PPG children (only) truly are.</p> <p>The Vulnerable Child Lead was also the school's SENDCo this year, and so knowledge of possible interventions and approaches to closing the gap were shared at both meetings and in subsequent conversations regarding progress. Having SLT at all pupil progress meetings as well as Year Leads has enabled more</p>	<p>2</p>
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	members of staff to acquire knowledge of possible strategies to implement during the course of the academic year/prior to assessment drops as well as offer as suggestions during meetings, when there is a change in VCL/SENDCo.	
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Wider Strategies

Activity	Impact	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>Children have seen the impact first-hand of their involvement and our dedication to pupil voice, with the installation of the timber trail as part of the landscaping project. This demonstrates to them that their views are heard and wanted, linking firmly to our school ethos and the UNCRC, and continuing pupil engagement in wider-school life.</p> <p>We have continued to have a wide range of pupil voice groups within the school, and opportunities for all pupil groups to be both represented and represent the school themselves. These include School Council, prefects, the Junior Leadership Team, Head Pupils, Eco-Committee and the EARA Group. The school's EARA group has actively demonstrated that they are there to promote the equal treatment of all vulnerable groups or those who fall into one/some of the protected characteristics, and this has been successfully shared amongst the whole school and with other local schools during cluster meetings. When selecting children for pupil voice groups, we have ensured that children who trigger the PPG were fairly represented. Occasionally, we are able to give more opportunities to these children, where otherwise they may have missed out.</p>	

	<p>The pupil voice survey that formed part of the Ofsted Inspection (June 2023) reflected school as a positive and safe place according to our pupils. We ensured that this survey was completed during school time to enable all pupils to have the opportunity to have their say about their school and that no child was at a disadvantage.</p> <p>Our children were involved in both school tours and discussion groups with all three of the Ofsted inspectors during their visit, which included a strong representation of our disadvantaged pupils. Pupils stated that their voices felt heard and that they were excited to be part of the process and were keen to share their views on school. As a result, children feel an increased sense of belonging and responsibility which helps to improve attendance and relationships.</p>	
<p>Release time for the Assistant Headteacher (Vulnerable Child 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>	<p>As an SLT, we have attended meetings for some of our PPG families (e.g. TAF meetings) and have a very hands-on approach to supporting families. It may be that a particular staff members has a closer relationship with one family over another, and so working with vulnerable families has not just been the sole responsibility of the VCL in some cases.</p> <p>We have closely tracked parental attendance at key events and facilitated it where possible. For example, this has included organising alternative dates for parents' evenings, ensuring children don't miss out on opportunities due to missed letters and so on. A tracking document to enable contact with parents and their engagement with their child's education has enabled the VCL to establish which families need more contact than others.</p>	

	<p>Our second-hand uniform racks are out and available twice a day for parents to access freely, without judgement if they are in need of new items of clothing. However we are aware that not all parents of our more vulnerable children come to school to do drop-off or pick up, and so items are sent home directly with children. Due to having strong relationships with parents, there is no fall out or comeback from parents about not wanting these items, as they are grateful and aware that we all have their children's best interests at heart.</p> <p>When it was World Book Day, it was decided with the English subject leader that we would go and spend the book tokens for the PPG children and send them home with a book of their choosing, rather than the token itself which might not get spent. No child misses out due to disadvantage.</p> <p>Of the children in the whole school whose attendance has been an issue, several have been PPG children. However with supportive meetings between the Headteacher or VCL, attendance has improved for the vast majority of these families. School and families have worked in collaboration, and sometimes with external agencies too, and support plans such as reduced hours timetables have been put in place, or investigations into things such as EBSA and the impact of mental health on attendance.</p>	
Continuing with outdoor learning provision across the school to provide children who trigger the PPG with rich cross-curricular learning opportunities.	Pupils across the whole school benefit from cross curricular learning experiences. Children use their knowledge from various subjects and are able to apply it in their outdoor learning. This cyclical, repetitive learning is proven to have an impact on	

	<p>children's retention. This is particularly relevant as this year we had a focus on vocabulary and by children using newly learnt vocabulary, this helps embed it into long-term memory.</p> <p>We believe this has also had a positive impact on developing strong social skills and we frequently see improvements in behaviour and children managing social situations better.</p> <p>We have seen such a positive impact on the development of the holistic child, so much so we have included an outdoor learning session once a week as part of our Rainbow Provision (alternative provision).</p>	
<p>Refreshing of PE kit (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>	<p>Spare kits have been refreshed and there is enough supply for all children to wear a PE kit for their lesson. Some children continue to have their own kit that is supplied by school which stays in school.</p> <p>It is recommended that staff keep a track of who is using the spare kit, however often and if they trigger PPG in the next academic year to monitor individuals and if there are any children who are consistently not bringing in a kit and for what reason.</p>	
<p>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>	<p>This has been beneficial for key pupils who need behavioural support at lunchtimes. We also see that children are happier to approach adults who know them well and this results in behaviour and social situations being managed outside, meaning less issues are brought into the classroom, taking up valuable learning time. Children are also more settled as adults are able to manage anything which happens outside in a timely manner. The impact is that children are happier and more settled, meaning they are ready for learning.</p>	

	<p>Having the new timber trail and outdoor equipment has enabled children to take part in activities with their peers, which don't involve having an imagination necessarily, or find initiating conversations with their peers an area of difficulty.</p>	
<p>One LSA to be trained in ELSA support for vulnerable children. THRIVE intervention with key children who need this targeted emotional support.</p>	<p>For much of the academic year, we were without an ELSA due to our previous ELSA changing jobs. We are very aware of the positive impact that having an ELSA has on our children, particularly those who find themselves in a vulnerable place and knew that to reflect the needs of our school, we needed to re-employ. In order to combat the recruitment crisis we found ourselves in, we used funding to employ 2 ELSAs from another local primary school on a half-day a week basis for each ELSA.</p> <p>SENDCo and VCL used their knowledge of supporting mental health and emotional support to create a Padlet of information for staff which included strategies that in-school staff could do if a child was not attending ELSA but still had a need. This was also shared with parents to support at home too.</p>	
<p>Financial support to ensure that no children miss out on a school trip or residential due to cost.</p>	<p>Multiple day and residential trips have been subsidised for children who benefit from pupil premium. No children have missed out as a result of income. Children have also had supplies purchased for them for certain trips where they needed specific equipment e.g. sport related kits for football / hockey trips. The impact of this is that some families have had children attend sports trips who would have otherwise missed out.</p> <p>Communication with parents who trigger PPG regarding trips and finances was praised by Ofsted during their inspection,</p>	

	in terms of how as a school we protect a family's dignity during a time of possible financial difficulty.	
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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.