

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Hundred of Hoo Academy (Primary)
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24, 2024-25 and 2025-26
Date this statement was published	11/09/2023
Date reviewed	11/09/2024
Date for next review	11/09/2025
Statement authorised by	Mike Etheridge
Pupil premium lead	Harry Paterson
Governor / Trustee lead	Keith Morrison and Pat Sanford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,555
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£64,630</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

As an Academy we are committed to ensuring we continue to provide all pupils with a well constructed, appropriately broad, balanced and rich curriculum that allows pupils to acquire the skills and knowledge they need to be successful in their future chosen paths. Our academy teaching staff are dedicated to being highly effective practitioners who ensure they have excellent subject and pedagogical knowledge which will enable them to implement our exceptional curriculum.

High-quality teaching is central to our strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. To continue to maintain our excellent teaching standards we are committed to providing our staff body with high quality professional development, this will mean that our disadvantaged pupils are in receipt of consistent highly effective teaching and we are ambitious with raising the proportion of teachers who are highly effective to being a significant proportion. This will ensure that disadvantaged pupils have access to consistently high quality teaching across all subjects. Highly effective practitioners will incorporate appropriately differentiated approaches suited to each individuals' learning needs and support pupils with making at least good progress and to ensure they are in line with their peers.

Regardless of each pupils' ability, background or personal circumstances we will ensure that all pupils make at least good progress and diminish differences in their attainment. We will continue to consider the challenges faced by vulnerable pupils, such as low self-esteem, resilience and well-being, including the impact of COVID-19, and ensure that they have appropriate and structured support to be able to become confident and well-rounded young people overcoming these difficulties. Our Academy has an inclusive culture and the activities we have outlined in this statement are intended to support all pupil needs, disadvantaged and non-disadvantaged to raise outcomes, aspirations and improve life chances for all. We will look to ensure our disadvantaged pupils have high aspirations and are supported in those aspirations with quality advice and guidance on how to achieve those aspirations and how their educational goals need to align with those, so they have all the tools and resources they need to be successful.

Our strategy is also integral to the wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In relation to this, we recognise the impact that Covid has also had on attendance as a whole, and part of our strategy addresses how we can help improve attendance to be back to pre-Covid levels, as well as be more inline with non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. These can be identified using:

- regular and robust assessment of pupils
- high quality and consistent monitoring and observation of teaching and pupils' work
- Qualitative and quantitative feedback from pupils, parents, other professionals and teachers
- Regular analysis and evaluation of attendance and behaviour data

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for disadvantaged pupils was 3.3% lower than those not in receipt in 2022-2023.            Disadvantaged – 92.5%            Non-Disadvantaged – 95.8%</p> <p>Persistent absence for this group was 21.3% higher than non-disadvantaged in 2022-23.            Disadvantaged – 26.8%            Non-Disadvantaged – 5.5%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally attain lower in end of Key Stage 2 assessments compared to their non-disadvantaged peers.</p>
3	<p>Internal and external (where available) assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school, proportionally, 25% less disadvantaged pupils achieve age-related expectations in reading, compared to their non-disadvantaged peers.</p>
4	<p>Internal and external (where available) assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Across the school, proportionally, 28% less disadvantaged pupils achieve age-related expectations in mathematics, compared to their non-disadvantaged peers.</p>
5	<p>Internal data shows that 35% of ELSA referrals and 49% of reported safeguarding concerns were for disadvantaged pupils last year when 17% of the school cohort were recognised as disadvantaged.</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
<p><b>To ensure that all PP pupils have access to high quality teaching and learning</b></p> <p>Ensure all pupils including PP and disadvantaged students are in receipt of highly effective teaching and never less than effective teaching practice Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	<p>Disadvantaged pupils to be in receipt of a highly effective and highly effective teaching. This will ensure that disadvantaged pupils have access to high quality teaching which will be differentiated to their learning needs and support pupils with making progress which is at least in line with their peers. This will also be monitored by regular enquiry walks of those classes with the highest percentage of disadvantaged pupils.</p> <p>Overall teaching practice to be 100% effective, with more than 50% highly effective so that all pupils have access to quality teaching.</p>
<p><b>Increase attainment and progress of disadvantaged students to be in line with non-disadvantaged peers</b></p>	<p>Attainment and progress gaps between disadvantaged and non-disadvantaged students are non-existent.</p> <p>By the end of our current plan in 2025/26, the gap between disadvantaged and non-disadvantaged students will be eradicated.</p>
<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p> <p>To continue to raise attendance compared to the national average and reduce the percentage of pupils classified as persistent absence (especially those that are disadvantaged).</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being within a percentage point.</li> <li>● the percentage of disadvantaged pupils who are persistently absent being reduced to be within 5 percentage points of their non-disadvantaged peers.</li> </ul>
<p>We will provide all pupils with culturally and personally enriching experiences beyond the curriculum. All students are able to fully participate in academic and extracurricular activities, where financial and cultural capital do not restrict them.</p>	<p>The participation for enrichment, trips and visits for disadvantaged and non-disadvantaged students are proportionately in line with each other.</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: £8,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Infant and Junior Language Link)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/ef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/ef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	<p>2,4</p>
<p>Teaching staff to attend regular CPD, delivered from the Academy as well as across trust sessions, to support understanding of the latest evidence in terms of teaching and learning.</p> <p>Teaching staff to receive regular CPD as part of the <i>Teaching Walktrhus</i> programme, with each teaching staff member also receiving the books which accompany the programme.</p> <p>This programme provides them with evidenced led strategies to embed in their practice to ensure pupils reach optimum progress.</p> <p>Teaching staff to receive regular enquiry walks with</p>	<p>Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p> <p>To continue to raise standards in teaching with teaching practice with regular, well-planned and evidence driven CPD as '<i>effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</i>'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/</a></p>	<p>2, 4, 5</p>

critical feedback which will be evidenced on OnTrack throughout the year, with a focus on the progress of disadvantaged pupils within their classes.		
Homework Club is run after school, to help pupils with the completion of homework.	Evidence argues that quality homework which is linked to classroom learning, completed in a quiet and supportive environment can add 5 months to progress. This will give PP pupils the opportunity to make progress in line with their peers. It will also help reduce excessive sanctions for PP pupils, which can limit their enthusiasm for school and have an impact on their behaviour and attitude, therefore creating a more positive approach to learning.  <a href="#">Education Endowment Fund- Homework</a>	4, 5

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

Budgeted cost: £ 24,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tutoring for Key stage 2 pupils in both maths and reading to ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4,5
Chromebooks. All pupils to be given access to a LAT Chromebook to enable them to become more proficient in using technology.  All pupils to access Google software so that they can	Technology to Improve Learning: Evidence Review. London: Education Endowment Foundation. The report is available from: <a href="https://educationendowmentfoundation.org.uk/public/files/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a>	2,4,5

<p>complete home learning, as well as remote learning if needed in the future.</p> <p>Pupils to be able to use the chromebooks to access online academic support, such as</p> <ul style="list-style-type: none"> <li>● My Maths</li> <li>● Google Classroom</li> <li>● Cracking Comprehension</li> <li>● Times Table Rockstars</li> </ul>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 31,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing free-of-charge access to breakfast club with the intent of improving attendance</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1</p>
<p>Retain Pastoral Support Manager with area of responsibility for disadvantaged families including raising attendance and reducing persistent absenteeism.</p>	<p><a href="https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools">https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</a></p>	<p>1,2,3,4,5</p>



Retain ELSA provision at school to support disadvantaged pupils with SEL support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	6
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**Total budgeted cost: £ 64,630**

## 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 to 2023 academic year.

Through targeted approaches to engagement with co-curricular opportunities, 87.5% of disadvantaged pupils engaged with at least one co-curricular club over the course of the academic year, greater than the non-disadvantaged average of 58%. Clubs are purposefully organised to supplement curriculum areas and build additional opportunities to develop key skills in these areas e.g. Science club, writing club, Times Table Rockstar club, sports club.

Whilst there is still an evident attainment gap between disadvantaged and non-disadvantaged pupils in the primary phase, progress measures indicate that disadvantaged pupils have broadly made the same levels of progress as their non-disadvantaged peers in the Key Stage 2 SATs. Targeted tutoring using both in-school tutoring and online tutoring has had a positive impact on progress for disadvantaged pupils.

Additionally, all disadvantaged pupils passed the year 1 phonics screen and year 2 phonics screen this year, showing a reduction in attainment gaps at an early stage. However, it is recognised that precise intervention and careful monitoring will be required to ensure that this diminished gap translates to improved reading attainment as these pupils continue to move through the school.

Regarding attendance, there were marginal improvements for disadvantaged pupil this academic year and there has also been a small narrowing of the gap between disadvantaged and non-disadvantaged pupils.

Disadvantaged pupils remain the highest proportion of pupils to be referred for, and receive, ELSA provision and are also still proportionally higher in terms of the number of safeguarding concerns received. By being able to quickly access support from the ELSA and pastoral support manager, children are, anecdotally, able to return to class more quickly and prepared for learning. In the last parent survey, 100% of parents agreed that their children feel safe at the school, with 98.6% of pupils agreeing that their children are happy.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The impact that the use of the Pupil Premium Grant in academic year 2023/24 is evident both through academic outcomes and through impact measured in alternative ways.

This year 100% of disadvantaged pupils left Year R having met GLDs. This was achieved through the ability to swiftly identify speech and language needs using diagnostic testing, coupled with a greater pedagogical understanding elicited through intentional, high-quality CPD.

100% of immobile disadvantaged pupils in year one passed the phonics screen and 83% of immobile year two students passed the phonics screen. Both of these statistics show a very small gap in attainment between disadvantaged pupils and their non-disadvantaged peers and this is due to the additional intervention that pupils are able to receive due to funding from the Pupil Premium Grant.

On average, disadvantaged pupils achieved 20.9 in the Multiplication Times table Check compared to 18.3 nationally and to 21.5 in comparison to their non-disadvantaged peers in the academy. This can be easily attributed to the effective and strategic use of Times Table Rockstars as a programme as well as access to individual Chromebooks for disadvantaged pupils in school.

In Key Stage 2, other than in Mathematics, where there was a 3% shortfall (equivalent to less than 1 child), disadvantaged pupils at The Hundred of Hoo Academy outperformed disadvantaged pupils nationally. Whilst there is still an evident attainment gap, this is closing through the strategic deployment of intervention, tutoring and booster groups.

As part of our ongoing commitment to ensuring our most vulnerable pupils benefit from opportunities to enrich their cultural capital, we continue to offer preferential access to clubs for disadvantaged pupils. This has led to 93.4% of children in receipt of PPG attending a club this academic year. This does not include school-funded access to breakfast and after-school club where children are able to have a positive start to the school day and receive support with homework and opportunities to develop key social skills.

We continue to see a gap in attendance between disadvantaged pupils and their non-disadvantaged peers; however, this did narrowly close again over the previous academic year by a further 0.1%. Persistent absenteeism for disadvantaged pupils has decreased, in comparison to the previous year by 4.2%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Times Table Rockstars
My Maths	My Maths
Cracking Comprehension	Hodder

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*