



PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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.

What is Pupil Premium?

The Pupil Premium is funding allocated to school by the government in addition to the school's budget specifically for children identified from one of the following groups:

- Low income families eligible for free school meals (FSM) during the past 6 years
- Children in Local Authority Care (CiC), or who been in their care for 1 day or more
- Children whose parents are currently in the Armed Forces or have been within the last six years

The National trend suggests that children who are identified in these groups do not achieve as well as children who are not. The purpose of this funding is to aid schools to overcome any barriers to children's learning and outcomes, diminishing progress and attainment differences.

School overview

Detail	July 2024 Data
School name	Hampton Primary
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	32% (219 pupils)
Proportion (%) of FSM ever 6 pupils	33% (221 pupils)
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Yvonne Nunn (Headteacher)
Pupil premium lead	Billy Phillips & Yvonne Nunn
Governor / Trustee lead	Lee Shilling (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,625
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	£305,625

Part A: Pupil premium strategy plan

Statement of intent

At Hampton we believe that all children are provided with the best possible opportunities to achieve and attain their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The pupil premium funding enables Hampton to fund/part fund a range of initiatives including training, staffing, provision and enrichment activities throughout the school.

Hampton serves a varied coastal community with a fairly high deprivation indicator.

We strive to ensure all children perform equally as well as their peers and recognise that not all pupil premium children present as vulnerable or disadvantaged, just as not all children who are vulnerable or socially disadvantaged claim Free School Meals. Regardless of a child's socioeconomic background, ethnicity or specific needs – we hold the highest of expectations of every child's achievements and outcomes.

High quality teaching is at the heart of our approach, with a focus on the areas in which the disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged gap but will also benefit all the pupils throughout Hampton. There is a clear focus on children reaching expected attainment levels or making appropriate progress against their year group's Programme of Study. Progress and provision map meetings four times per year ensure a robust tracking of process. Additional provision and support is monitored and targeted where necessary with significant impact on outcomes. Hampton strives to work in partnership alongside outside agencies and parents/carers.

In 2023 to 2024 Hampton Primary School received £292,996 for Pupil Premium.

As a direct result of effective allocation of Pupil Premium less advantaged children have continued to make expected and accelerated progress in all core subjects typically in line with and/or above National.

Challenges

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

Challenge number	Detail of challenge
1 - In school challenges	
1a)	Entry assessments – Baseline entry assessment in Early Years and Foundation Stage regularly indicate lower starting points for Pupil Premium children, this is particularly evident in Word Reading (gap of 23%), Writing (gap of 22%), Number (gap of 10%) and Fine Motor Skills (18%) for our 2024/25 cohort.
1b)	Multiple barriers to learning – Internal data and observations show that a high percentage of Pupil Premium children are also on the SEND register (32%), working with the Well Being Team (49%) or accessing external support (NELFT, Early Help)
1c)	Mobility – Pupil Premium children are more mobile, 13% of Pupil Premium children arrived at Hampton after Reception.

1d)	Gap analysis suggests loss of learning and opportunities to write impacting fine motor skills, writing ability and stamina in years 2 – year 6 (follow on effect from COVID)
1e)	Gap analysis suggests gaps in mathematical knowledge - recall of number facts, times tables and recall of maths strategies, and evidenced in their approach and resilience in lessons.
2 – External challenges	
2a)	Attendance and punctuality – Regular punctual attendance for Pupil Premium children is low (90%) and persistent absence for this group (35%) despite a number of initiatives in place. (Pupil Premium children excluding SEN attendance is 91% and persistent absence is 24% - this accounts for 67 SEN children some of which have regular appointments or medical needs)
2b)	The number of vulnerable families and the varied degree of engagement with school and external agencies impacts attendance and attainment.
3 – Post COVID challenges	
3a)	Assessments and observations indicate that the education and wellbeing of many of our Pupil Premium pupils have been impacted by partial closure through COVID. Only 21% of Pupil Premium children attended school at any point during COVID-19 lockdowns (March 2020 – July 2020 and January 2021 – March 2021) equating to 8 months of lost learning.
3b)	Noticeable change in parent/carers perception regarding the importance of attendance and education resulting in higher caseload of families requiring support from SLT, FLO and Well Being Team, although not always accessed.
3c)	Children returned with low levels of resilience and learning stamina alongside lower maturity and personal and social development levels.
3d)	Low levels of staff well being following the pandemic.

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
Disadvantaged attainment gap diminished for pupil premium pupils (who do not have a cognitive SEND need) in all year groups	Pupil premium pupils performing inline with national all others
Higher rates of progress across school, evidenced in Years 2 and 6 external data, for SEND pupils eligible for Pupil Premium	Pupil premium & SEND pupils make positive KS1 & KS2 progress by the end of the year
Improved attendance rates for pupil premium pupils	Overall pupil premium attendance improves to over 95%
Improved persistent absentee rate for pupil premium pupils	Pupil premium persistent absentee rate declines significantly

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 using research by the Sutton Trust EEF Toolkit on Pupil Premium Provision <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Identifiable and valuable impact of additional progress on attainment

Social and emotional learning (+4 months)

-Universal provision for all children in class – Thrive to improve children’s interaction, self worth and self management of emotions.

-School level approach – culture, ethos and values.

-Targeted support - ELSA, Play therapy, social skills interventions on WBT caseload, NELFT Well Being Practitioner targeted family support/workshops and FLO support.

Reducing class size (+2 months)

Smaller class sizes for core subjects (am) years 2 – year 6. Additional set teachers reduce pupil/adult ratio facilitating high quality feedback, increased one to one attention learners receive, smaller teacher focused group learning and improvements in behaviour, attitudes and engagement.

Feedback (+ 6 months)

Effective and specific feedback about the child’s performance towards learning goals from adults in the classroom (and in interventions) redirects or refocuses the child to achieve LO or target. Mini plenaries form a key element of all lessons. This feedback can be verbal, written during the session and in catch up stay up sessions. Feedback also includes peer assessment (tutoring).

Behaviour Interventions (+ 4 months)

Behaviour interventions to reduce variety of behaviours from low level to high level disruptive/aggressive behaviours. Whole school approach emphasizing positive trusting ethos ensuring greater engagement in learning. Universal programmes and interventions for small group and targeted identified caseloads. NELFT practitioner, Play Therapist and Well being Team delivering interventions and support for children including parental involvement. Robust behaviour policy ensuring consistent whole school approach.

Metacognition and self-regulation (+7)

Explicit teaching of metacognitive strategies by teachers modelling own thinking and thinking aloud. Use of quizzing, knowledge organisers facilitating organising of thoughts. Planned opportunities for children to use retrieval practice and reflect on their learning.

Small Group Tuition (+ 4 months)/ 1:1 Tuition (+ 5 months)

CT, HLTA and LSA small focused group work or 1:1 tuition supports greater feedback from adult, sustained engagement and work pitched accordingly to needs enables impact on attainment. Class teacher and LSA focus groups in class during core subject including catch up stay up tuition sessions providing intensive support/challenge. Staff trained to lead specific interventions.

Collaborative Learning Experiences (+5 months)

Collaborative learning approach which promotes talk and interaction between peers and adults in form of group work, planned tasks and peer assessment. During lessons children are encouraged to work together and articulate their learning/thinking.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress and Provision Mapping Meetings termly (4 x year) following assessment weeks.	<ul style="list-style-type: none"> • Achievement and attainment tracked • Planned targeted support and evaluation of interventions for children 	1c, 1d, 1e
Release time for teachers to monitor and review effectiveness of provision	<ul style="list-style-type: none"> • Classroom practice and interventions target need and attainment disparities identified 	1c, 1d, 1e
Staff training – Lang through Colour, ELKLAN, Trauma and Anxiety, ASC, Boxall Profile (Nurture UK), differentiation, sensory circuits	<ul style="list-style-type: none"> • Skilled practitioners deliver appropriately pitched learning • Inclusive practice and staff awareness of needs and barriers to learning 	1a, 1b, 3d
Wellbeing and Mental Health support package for all staff	<ul style="list-style-type: none"> • High retention of experienced and skilled staff • Improved staff well being 	3e

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

Budgeted cost: £321,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set Teachers Year 3, 4, 5 & 6 Cost - £131,367	<ul style="list-style-type: none"> • Reduced group sizes to ensure highly supported learning for all learners closing gaps in learning • Targeted pitched lessons including high levels of adapted learning • Increased feedback in smaller groups • Explicit metacognitive strategies • Wider professional skills and capacity 	1e

<p>Full time LSA support in every class 2 x full time apprentices in FS</p> <p>(Pupil Premium funding used for pm)</p> <p>Cost - £190,325</p>	<ul style="list-style-type: none"> • Facilitates LSA class based focus smaller groups in all subjects in every class • Interventions, pre-teach, targeted/specific learning targeting vulnerable children am and pm • HLTA interventions/booster sessions • Higher pupil/staff ration in the EYFS ensuring greater focus on communication and language – FS CT and two additional adults (+any 1:1) • Provide additional supervision and interventions at lunchtimes for the most vulnerable • Higher pupil/staff ration facilitating higher levels of support for children and families 	<p>1a, 1b, 1c, 1d, 1e</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £145,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well Being Team - full time FLO, three Learning Mentor/Behaviour Mentors, Play Therapist, Attendance Officer and NELFT Well Being Practitioner</p> <p>£125,758</p>	<ul style="list-style-type: none"> • Support vulnerable children with a range of needs identified through progress meetings, well being caseload and Thrive approach in order to improve their attitude and engagement in learning. • Boxall Profiling and staff training. • Well Being Team provision - attachment & anxiety, ELSA, Drawing & Talking therapy, Mental Health First Aid, Play Therapy. • FLO parental support - parenting classes and lead link for EHN. • Appointment of an Attendance Officer to focus on improving pupil attendance and reducing Persistent Absence. 	<p>1a, 1b, 1c, 1d, 1d, 2a, 2b</p>
<p>Safeguarding – lead and three deputy DSLs</p>	<ul style="list-style-type: none"> • DSLs /EYDP and FLO identify/ support vulnerable families, tracking child and family interventions, meeting termly. 	<p>2a, 2b</p>
<p>Emergency additional funding</p> <p>Cost - £1,000</p>	<ul style="list-style-type: none"> • Financial support at EHN/CIN/CP level – ie bus passes, clothing, food banks, breakfast/ after school club concessions, school meals (when no longer in receipt of FSM), school trips, transport to/from school, appointments etc. 	<p>2a, 2b</p>
<p>Additional Speech, Language & Communication resources</p> <p>Cost - £2,000</p>	<ul style="list-style-type: none"> • Address communication and language deficit and closing language barrier gap • ELKLAN practitioner • ELKLAN Training for Class Teachers in every year group • NELI practitioners/provision • Word shark, Language Link, Speech Link • SLCN training and resources 	<p>1a</p>
<p>CiC support</p> <p>Cost - £3,765</p>	<ul style="list-style-type: none"> • Additional STS provision cost – educational psychologist, play therapy, 	<p>1a, 1b, 1c, 1d, 1e, 2a, 2b</p>

	VIG (video interactive guidance), 1:1 tutoring etc	
Parenting Support	<ul style="list-style-type: none"> • Support and intervention for families to ensure that all pupils attend school-rigorous monitoring, support and celebration of good attendance. • Behaviour and emotional support intervention at family level. • Parent workshops- reading, writing and mathematics. • ASC parent forum/coffee meetings providing outside agency support/advice. • NELFT Well Being Team Practitioner workshops and 1:1 parent support re anxiety driven behaviours. 	2a, 2b
Extra Curricular & Enrichment Activities £5, 000	<ul style="list-style-type: none"> • Funding is made available to vulnerable families to aid costs of extra-curricular activities 	2a, 2b
School minibus costs x1 £8,000	<ul style="list-style-type: none"> • To reduce costs of school trips for families 	2a, 2b

Total budgeted cost: £ 469,215

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 2023 to 2024 academic year.

Hampton EYFS outcomes for All & Vulnerable Groups

Foundation Stage	Word Reading	Writing	Number	GLD
All (90)	77%	74%	78%	73%
All excluding SEND (79 – 87% of cohort)	85%	82%	86%	82%
Disadvantaged (25 – 28% of cohort)	67%	64%	68%	64%
Disadvantaged excluding SEND (23 – 25% of cohort)	70%	70%	74%	70%
Boys (49 – 54% of cohort)	69%	67%	71%	67%
Girls (41 – 46% of cohort)	85%	83%	85%	80%
SEND (11 – 12% of cohort)	22%	22%	22%	11%

Hampton Phonics outcomes for All & Vulnerable Groups

Year 1 Phonics	Phonics
All (90)	79%
All excl SEND (77 – 85% of cohort)	88%
Disadvantaged (31 – 34% of cohort)	58%
Disadvantaged excluding SEND (20 – 22% of cohort)	75%
Boys (47 – 52% of cohort)	86%
Girls (43 – 48% of cohort)	82%
SEND (11 – 12% of cohort)	18%

Year 2 Phonics	Phonics
All (89)	96%
Disadvantaged (18 – 20% of cohort)	83%
Disadvantaged excluding SEND (10 – 11% of cohort)	100%
Boys (49 – 55% of cohort)	96%
Girls (40 – 45% of cohort)	95%
SEND (14 – 16% of cohort)	75%

Hampton Year 2 outcomes for All & Vulnerable Groups

Year 2 SATs	Reading	Writing	Maths	Combined
All (89)	76%	63%	73%	57%
All excl SEND (75 – 84% of cohort)	84%	72%	79%	65%
Disadvantaged (18 – 20% of cohort)	50%	24%	38%	11%
Disadvantaged excluding SEND (10 – 11% of cohort)	80%	45%	55%	65%
Boys (49 – 55% of cohort)	76%	63%	84%	59%
Girls (40 – 45% of cohort)	77%	62%	60%	55%
SEND (14 – 16% of cohort)	33%	16%	42%	17%

Year 2 SATs (GD)	Reading	Writing	Maths	Combined
All (89)	18%	6%	10%	6%
All excl SEND (75 – 84% of cohort)	21%	7%	12%	7%
Disadvantaged (18 – 20% of cohort)	11%	6%	6%	6%
Disadvantaged excluding SEND (10 – 11% of cohort)	20%	10%	10%	10%
Boys (49 – 55% of cohort)	27%	6%	12%	6%
Girls (40 – 45% of cohort)	8%	6%	8%	6%
SEND (14 – 16% of cohort)	0%	0%	0%	0%

Hampton Year 4 MTC outcomes for All & Vulnerable Groups

Year 4 Multiplication Tables Check (based on scoring 20 or above)	
All (95)	59%
Disadvantaged (32– 34% of cohort)	53%
Disadvantaged excluding SEND (26 – 27% of cohort)	62%
Boys (45 – 47% of cohort)	58%
Girls (50 – 53% of cohort)	60%
SEND (14 – 15% of cohort)	18%

Hampton Year 6 outcomes for All & Vulnerable Groups

Year 6	Reading	Writing	Maths	Combined
All (92)	62%	69%	78%	55%
All excl SEND (70)	83%	93%	90%	70%
Disadvantaged (41)	51%	61%	68%	44%
Disadvantaged excluding SEND	70%	92%	89%	65%
Boys (51)	55%	69%	83%	51%
Girls (41)	71%	78%	73%	61%
SEND (20)	30%	10%	45%	10%

Year 6 GD	Reading	Writing	Maths	Combined
All (92)	17%	11%	11%	7%
All excl SEND (70)	23%	14%	14%	9%
Disadvantaged (41)	7%	2%	2%	2%
Disadvantaged excluding SEND	12%	4%	4%	4%
Boys (51)	14%	6%	12%	4%
Girls (41)	22%	17%	10%	10%
SEND (20)	0%	0%	45%	0%

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

Programme	Provider
Speech & Language Link	Speech Link Multimedia Ltd
Spelling Shed	Education Shed Ltd
Literacy Shed	Education Shed Ltd
Accelerated Reader	Renaissance
Grammarsaurus	Grammarsaurus
Times Table Rockstars	Maths Circle Ltd
My Maths	My Maths Oxford University Press
Twinkl	Twinkl
CPOMS	CPOMS
SIMS	Education Software Solutions Ltd
Emerge	Groupcall Ltd
ParentPay	ParentPay Ltd
Schoolcomms	Schoolcomms
Parent Meetings Clubs & Events	School Cloud Systems

Further information

In addition to the funded activities listed above each year group supports all pupils including Pupil Premium pupils in the following ways -		
Year Group	Well Being Team Involvement/Extra Curricular Activities for Pupil Premium and FSM children	Enrichment/Extra Curricular Activities/Additional support/provision
Nursery	In class support, Personal, Social & Emotional support 1:1 and in small groups during play. Training/support for staff, offering different approaches and techniques for individual needs. Nursery Speech & Language resources. Well being team support/input. Nursery role play resources	Communication & Language resources Teddy bears Picnic Transition/social stories Enrichment days x 6
Foundation Stage	Behaviour support, behaviour incentives & reward charts. School visits. FLO, EHN, resources visual supports. Tapestry facilitating strong communication with parents and carers. Personal, social and emotional support/interventions. Speech and language resources and interventions. Speech and Language Link. Play therapy. Well being team support/input.	Local walks and beach trips Wingham Wildlife Park Communication & Language resources Transition/social stories Enrichment days x 6
Year 1	In class support. Tapestry to continue strong communication with parents and carers. Rewards. Social skills 1, 1:1 self-esteem, 1:2 friendship group. 1:1 emotional literacy. Speech and Language Link. Play Therapy 1:1, Play time and lunch time supervision. Behaviour incentives & reward charts. 1:1 LAC support School visits. FLO, EHN, resources visual supports. Well being team support/input.	Visitors linked to topics Herne Bay Museum Beach Trip Transition/social stories Enrichment days x 6
Year 2	1:3 lunch club. In class support. CT support. Rewards. Social skills 1:3. 1:1 self-esteem, 1:2 friendship group. 1:1 emotional literacy. 1:1 LAC support. Play Therapy 1:1, Play time and lunch time supervision. Speech and Language Link. Behaviour incentives & reward charts. School visits. FLO, EHN, resources visual supports. Well being team support/input.	Howletts Herne Bay Trip - Transition/social stories Enrichment days x 6
Year 3	1:1 self-esteem, 1:2 friendship group. 1:1 emotional literacy. 1:1. Play Therapy 1:1, Play time and lunch time supervision. Behaviour incentives & reward charts. School visits. FLO, EHN, resources visual supports 1:1 anger management. Speech and Language Link. Lunch time club. Well being team support/input.	Pizza Express Transition/social stories Enrichment days x 6

Year 4	Play Therapy 1:1, Social skills 1:3. Lunch time clubs. 1:1 behaviour. Visual supports and personalized targets and rewards. Social stories. Speech and Language Link. Supervision to church & visits. 1:1 support to parents. 1:1 special time in well-being room. LAC support 1:1, FLO. Speech and language intervention. Well-being team support/input.	Transition/social stories Beach Trip Enrichment days x 6
Year 5	1:4 friendship groups. Restorative justice 1:3. 1:1 Parent support. 1:1 emotional literacy & well-being. 1:1 coping strategies. 1:1 LAC support. Speech and Language Link. FLO, EHN, visual resources and support. Play Therapy 1:1. Visual supports, social skills, social stories. Individual reward charts. 1:1 wellbeing support/intervention.	RNLI visit Dover castle O2 Young Voices Transition/social stories Enrichment days x 6
Year 6	1:1 LAC support and tutoring. 1:1. ELSA 1:1. Play Therapy 1:1. Friendship and restorative justice 1:4. Social skills 1:3, 1:1 intensive support for DV. 1:1 for emotional and well-being. 1:1 self-esteem, role play and special time. 1:1 support to parents. 1:1 inappropriate behavior x 4. 1:1 school trips. Speech and Language Link. FLO, EHN, visual resources and support to teachers. 1:1 counselling. 1:1 mental health x 4. 1:1 & 1:3 secondary transition. Escorting to new school. Well being team support/input. Resi-dential PGL.	PGL residential/Activity days Mayan workshop Bikeability Transition workshops O2 Young Voices Herne Bay Pier Walk 4 Water SATs breakfast Enterprise Leaver's Fest & Graduation Transition/social stories Enrichment days x 6 River trip Athlete visit Rainbow Day – celebrating pride
Key Stage or Whole School Activities/Visits	Healthy Hampton Day Pantomime Author Visits Gifted and Talented workshops offsite Times Tables Assemblies and workshops Holiday club Breakfast and After school club Forest School Uniform Hive Nurture Group	