

# Hambleton CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupil last academic year.

## Funding criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

(DfE)

## School overview

| Detail  | Data                                      |
|---|---|
| School name   | Hambleton CE (VC)<br>Primary School       |
| Number of pupils in school  | 186                                       |
| Proportion (%) of pupil premium eligible pupils   | 5.9% (11 children)                        |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2024/25 to 2026/27<br>This is yr2 of plan |
| Date this statement was published   |   |
| Date on which it will be reviewed   | September 2026                            |
| Statement authorised by   | Tim Williams<br>Headteacher               |
| Pupil premium lead  | Tim Williams<br>Headteacher               |
| Governor / Trustee lead   | Rob Harris (Pupil Premium Governor)       |

## Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £17,760.00 |
| Recovery premium funding allocation this academic year  | £0         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £17,760.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils and parents/carers indicate <b>emotional literacy barriers – regulating emotions, resilience, confidence and managing relationships sufficiently to be ready to learn</b> . These are in general, more prevalent among our disadvantaged pupils than their peers. |

|   |   |
|---|---|
| 2 | <b>Attainment</b> in Reading, Writing & Maths. Whilst it is not universally the case for PP children, a higher proportion of these children attain lower standards than their peers                       |
| 3 | <b>Attendance.</b> Data shows that attendance for some pupils is less than 90%, categorising them as persistent absentees. Poor attendance affects educational outcomes overall.                          |
| 4 | School information and discussions with pupils and parents/carers indicate sometimes indicates reduced participation in extracurricular activities and residential visits – <b>Personal Development</b> . |

## 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   |
|---|--|
| Improved <b>readiness to learn</b> among those children given support for emotional literacy – including Thrive approaches and Relational approaches. | Thrive Assessments and observations indicate improvement in emotional literacy (emotional regulation, resilience and managing relationships) enabling targeted children to be more ready to focus on learning. |
| Improved <b>attainment</b> among these children, increasing readiness for secondary school.   | School and statutory assessments show an increase proportion of PP children achieve Expected or better in 24-25 than in 23-24  |
| Improved <b>attendance</b> amongst all pupils, including those who are categorised as Persistently Absent or persistently late                        | Reduce the number of Persistently Absent children from x11 over 24-25. (Of whom x5 were in receipt of Pupil Premium funding).  |
| Improved participation in <b>extracurricular activities and residential visits</b> among disadvantaged children.                                      | School data shows some negative difference between the involvement of disadvantaged children and non-disadvantaged children in participation in extracurricular activities and residential visits.             |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,860

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Release time for SENCO & Licensed Thrive Practitioners to <b>review Thrive assessments</b> , select target children and communicate with parents/carers.<br><br>Staff CPD time to complete Thrive assessments (termly). | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g, improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> | 1                             |
| <b>Quality, first teaching:</b><br>Funding releases all staff for termly Pupil Progress Meetings with HT & Deputy to identify under-performing children and plan interventions and strategies to raise their attainment | There is a strong evidence base that quality first teaching has the greatest impact on attainment.<br><br><a href="#">Improving Literacy in Key Stage 2   EEF</a>   | 2                             |
| <b>Quality, first teaching:</b><br>Funding release time for staff member to continue engagement with Maths Mastery Hub training – ‘embedding’ phase. Also feedback/CPD to all staff to develop strategies.              | Mastery approaches to maths are an evidence-informed means to raise maths attainment.<br><br><a href="#">Mastery learning   EEF</a>   | 2                             |

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

Budgeted cost: £11,700

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Funding for six afternoons per week of <b>Thrive Support</b> for individuals identified through Thrive assessment. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><a href="http://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a> | 1, 2, 3                       |

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

Budgeted cost: £1,200

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| As needed and by HT agreement, 50/50 funding of short period of <b>before-school club</b> attendance to ensure that children arrive punctually at school and are emotionally ready to engage with learning from the start of the school day. | <b>School-based evidence</b> that this intervention improves punctuality and emotional readiness to learn.  | 3                             |
| As needed and by HT agreement, 50/50, discretionary funding for some disadvantaged children to attend <b>extracurricular clubs or residential trips</b> , where there would not otherwise have done so.                                      | See Social and Emotional Learning (as above).<br>Also, <b>school-based evidence</b> that this intervention improves independence, self-esteem and sense of belonging. | 4                             |

**Total budgeted cost:** £17,760.00

## 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 to 2025 academic year.

- 55% of PP children were at age-expected or above in Maths in Summer 2025
- 64% of PP children were at age-expected or above in Reading in Summer 2025
- 46% of PP children were at age-expected or above in Writing in Summer 2025
- There were no suspensions among Pupil Premium children over 24 - 25
- Yr6 Pupil Premium children leaving in summer 2025 all left at the expected standard or higher in reading, writing and maths
- Targeted Pupil Premium children with poor attendance or punctuality were funded to attend before-school club. The impact was that this allowed them to arrive punctually at school, calm and ready to learn
- Attendance for Pupil Premium children rose compared to the previous year: 93.26% in 24 – 25 (90.84% in 23-24)
- The family of a child with particularly low attendance were supported to significantly improve their attendance and engagement with school
- Nurture (ELSA) & Thrive sessions were targeted, as needed, at Pupil Premium children struggling with SEMH areas with the impact that children were more able to socially engage and engage with learning

### Externally provided programmes

| Programme | Provider |
|-----------|----------|
| n/a       |          |

### Service pupil premium funding (optional)

#### Funding: N/A in 24 - 25

| 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)

### Additional activity

These activities are not funded by Pupil Premium but support improved outcomes for PP children:

- Sustaining Jigsaw PSHE resource for all staff (PSHE re-prioritised as 'core' area for COVID recovery at Hambleton School)
- PIRA and PUMA assessment and analysis to identify gaps and strategies to support in Reading and Maths
- Tier 2 Vocabulary focus across school - high utility words appearing frequently across topic and content
- Development of relational approach to behaviour, supporting children with self-regulation and identification of emotions
- Development of Restorative Justice – giving all children clear structures to 're-store' incidents, identify why they have occurred and plan for when similar circumstances might arise in the future