

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.

	Intended outcome	Success criteria
1	Attendance for PP pupils is supported and further improved	<p>Attendance data for the end of July 2024 Whole school: 95.41% Disadvantaged pupils: 93.75% (Difference -1.66%) National ALL: 94.5% National data for FSM: 88.9% compared with our school: 93.75. a difference of 4.85%.</p> <p>Attendance Lead and Attendance DDSL met weekly to monitor and identify concerns. This layer of monitoring enabled a rapid response to need.</p> <p>Attendance Lead worked closely with our SENDCOs, safeguarding lead, PP lead and the office staff etc to ensure no gaps and all info is shared appropriately.</p> <p>This has been formalised with at least half-termly meetings between the above staff, to identify both concerns re attendance and punctuality.</p> <p>At these meetings the Attendance Lead discussed trends, strengths and those pupils causing or continuing to cause concern. This then formed the action plan for those staff involved. This involved; collecting pupils from home, when needed, to ensure they attended school; providing before or after school wraparound care to support families when needed; FSW working with families and supporting them at home; EHA if need identified by the attendance team or SENDco. SENDco sought additional support when needed.</p> <p>Continued to monitor pupils between meetings to see improvements.</p> <p>The school maintained regular communication with parents to encourage and secure the good attendance. Early starters offered to identified families. Nurture lead worked with identified pupils to support the pupil and family and thus improving attendance.</p> <p>Attendance of all pupil groups was monitored throughout the year and this data was shared with subject leads and actioned where necessary.</p> <p>Processes were put in place to quickly identify any child with attendance falling below 96% (previously 95%). Contact was made with the parent/carer in writing, and this was monitored until attendance improved to be 96+%. Unexplained absences were immediately followed up on the day with phone calls to parents/carers to ensure reason for absence is acceptable.</p> <p>Any situation where contact could not be made house visits were completed immediately.</p> <p>Where the initial 'soft letter' had no or minimum impact on improving attendance, a formal request to meet letter was sent home requesting a face to face conversation to address and improve attendance. Involvement and guidance from the LA was available if requested.</p>
2	Reduced attainment gap at expected standard and greater depth for PP children v non-PP children in reading, writing and maths.	<p>PP TAs worked closely with all class teachers to ensure children received appropriate provision and support.</p> <p>Effective interventions were implemented to support all children- through both challenge and support.</p> <p>Teachers continued to deliver high quality teaching for all pupils. The used key information, data and pupil learning to extend and build on the long-term knowledge. All staff</p>

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PP children continue to demonstrate good progress over time and achieve the targets set based upon their starting point and needs

reacted early to intervene and provide the support identified.

PP TAs provided 'Same Day Intervention' for children who needed additional support for the day's lessons or pre-teaching to support and prepare ready for new learning.

Attainment for Year 6 PP pupils in KS2 SATs

% at expected standard	2023 School	2023 National	2024 School	2024 National
Reading	61%	73%	70%	74%
Writing	70%	73%	70%	73%
Maths	78%	73%	78%	73%

Our outcomes in reading at the end of Year 6 went from -12 to -4, showing an increase of 8% for PP pupils.

Narrowing the gap significantly.

Writing data remained at -3% National data. And Maths remained 5% above national outcomes for all pupils.

Narrowing the gap between Disadvantaged and non-disadvantaged at Hampton Hargate Primary.

At expected	2023 Disadv	Diff to Non-Disadv	2024 Disadv	Diff to Non-Disadv
Reading	61%	-32%	70%	-11%
Writing	70%	-19%	70%	-14%
Maths	78%	-14%	78%	=

This shows we are further narrowing the gap between disadvantaged and non-disadvantaged pupils. In 2024 the gap in reading was reduced from 32% gap to 11%. A 21% reduction. Writing from 19% to 14% and maths 14% to inline. All of these results demonstrating the narrowing of the gap within Hampton Hargate.

Progress for PP pupils

Entry to end of year data shows outstanding progress across the school- (R-Y6=110 pupils)

	No of pupils	Reading	Writing	Maths
Reception	7	100%	100%	100%
Year 1	13	100%	100%	100%
Year 2	12	100%	100%	92%
Year 3	23	96%	100%	100%
Year 4	22	100%	91%	91%
Year 5	18	95%	94%	94%
Year 6	23	91%	96%	96%

Standards at the end of the year showed children were meeting the challenging targets set based on their starting points. This information was shared with parents and the new teachers to ensure a continuous progression.

Small group and individual support supplemented the class support- this involved pre-teaching sessions, guided groups and interventions. These were identified within the

	<p>class lessons, in discussion and then supported or extended in small groups and 1:1.</p> <p>Progress was evident through the monitoring of data at each data drop and through regular Pupil Progress Meetings across the year. Pupil Progress meetings led the discussions to identify and challenge each child to ensure they reached their potential.</p> <p>Groups/support continuously adapted to meet identified needs and to next steps.</p> <p>Progress was also evident in books, observations, tracking data.</p> <p>Identified pupils also received further support and interventions through the Recovery Premium and School Led tutoring funding.</p> <p>Meetings were held with parents, where needed, to involve them in supporting children or to identify further support.</p> <p>Pupils and staff worked with the Reading and Maths Intervention leads for further support in teaching and learning and how to best support need.</p> <p>Analysis of assessments throughout the year identified potential gaps in learning which informed interventions and support.</p> <p>Day to day marking and feedback informed planning and addressed misconceptions.</p>
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