

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.

	Intended outcome	Success criteria
1	Attendance for PP pupils is supported and further improved	<p>Attendance data for the end of July 2025 Whole school: 95.4% Disadvantaged pupils: 93.9% (Difference -1.5%) National ALL: 94.8% National data for FSM: 92.9% compared with our school: 93.9. a difference of 1.0%.</p> <p>Attendance Lead and Attendance DDSL met weekly to monitor and identify concerns. This layer of monitoring enabled a rapid response to need. 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. 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. The school maintained regular communication with parents to encourage and secure the good attendance.</p> <p>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. 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. 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,	<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 reacted early to intervene and provide the support identified.</p> <p>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.</p>

	writing and maths.	Narrowing the gap between Disadvantaged and non-disadvantaged at Hampton Hargate Primary remains a focus and drives our intervention and support programme. Attainment for Year 6 PP pupils in KS2 SATs																																																		
3	PP children continue to demonstrate good progress over time and achieve the targets set based upon their starting point and needs	<p>Reading Outcomes in Y6 84% of all pupils achieved age related expectations compared to National 75%. 64% of pupil premium children (14/22) achieved age related compared to 90% of non-pupil premium children.</p> <p>Writing outcomes in Y6 84% of all pupils achieved age related expectations compared to National 72%. 68% of pupil premium children (15/22) achieved age related compared to 90% of non-pupil premium children.</p> <p>Mathematics outcomes in Y6 88% of all pupils achieved age related expectations compared to National 74%. 73% of pupil premium children (16/22) achieved age related compared to 93% of non-pupil premium children.</p> <table border="1" data-bbox="392 943 1407 1028"> <thead> <tr> <th>% at expected standard</th> <th>2025 School All Pupils</th> <th>National All Pupils</th> <th>2025 School Disadvantaged</th> <th>National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>77%</td> <td>62%</td> <td>59%</td> <td>47%</td> </tr> </tbody> </table> <p>RWM 12% above National for PP.</p> <p>Our outcomes at the end of Year 6 were all above National data for disadvantaged pupils. Our reading data was identified as an area for focus, and we completed a case study on those pupils who did not meet the expected standard.</p> <p style="text-align: center;">Phonics Data June 2025</p> <p>87% of all Y1 pupils passed the Phonics screen compared to National 80%. 67% of pupil premium children (6/9) passed compared to 89% of non-pupil premium children.</p> <p>Progress for PP pupils Entry to end of year data shows outstanding progress across the school- (R-Y6=113 pupils)</p> <table border="1" data-bbox="392 1581 1161 1921"> <thead> <tr> <th></th> <th>No of pupils</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>11</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>9</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>12</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>15</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 4</td> <td>23</td> <td>96%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5</td> <td>21</td> <td>95%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Year 6</td> <td>22</td> <td>100%</td> <td>91%</td> <td>100%</td> </tr> </tbody> </table> <p>Standards at the end of the year showed children were meeting the challenging targets set based on their starting points. This information was</p>	% at expected standard	2025 School All Pupils	National All Pupils	2025 School Disadvantaged	National Disadvantaged	RWM	77%	62%	59%	47%		No of pupils	Reading	Writing	Maths	Reception	11	100%	100%	100%	Year 1	9	100%	100%	100%	Year 2	12	100%	100%	100%	Year 3	15	100%	100%	100%	Year 4	23	96%	100%	100%	Year 5	21	95%	95%	95%	Year 6	22	100%	91%	100%
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	<p>shared with parents and the new teachers to ensure a continuous progression.</p> <p>Small group and individual support supplemented the class support- this involved pre-teaching sessions, guided groups and interventions. These were identified within the 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>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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