

# Premium Strategy 2021-23



## School overview

Metric	Data
School name	<b>Hemlington Hall Academy</b>
Pupils in school	321 (inc. Nursery)
Proportion of disadvantaged pupils	48% (Inc. Nursery)
Pupil premium allocation this academic year	£195,198.60
Academic year or years covered by statement	2021-23
Publish date	December 2021
Review date	July 2023
Statement authorised by	Mr Nick Blackburn
Pupil premium lead	Mrs Karen Edmenson
Governor lead	Mrs Kay Braithwaite

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,198.60
Recovery premium funding allocation this academic year	£21,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,818.60

## Disadvantaged pupil progress points for last academic year (2020-21) Unvalidated

Measure	Score
Reading	4.17 (+0.08 v HHA non-dis)
Writing	4.13 (+0.3 v HHA non-dis)
Maths	3.75 (-0.03 v HHA non-dis)

## Disadvantaged pupil performance overview for **last validated academic year (2019)**

Measure	Score
Meeting expected standard at KS2 (CRWM)	25%
Achieving high standard at KS2 (CRWM)	5%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1  EEF rating: High impact High evidence base Moderate cost	Ensure all teachers receive high quality CPD in relation to teaching core subjects, including maths, early reading and phonics focusing on vocabulary, inference and retrieval of evidence to support expected and greater depth learners. This will disproportionately benefit disadvantaged pupils.
Priority 2  EEF rating: High impact High evidence base High cost	Ensure all pupils and staff have access to high quality resources in relation to positive mental health and well-being in order to impact on personal and academic outcomes. Whilst the programmes and resources are available for all, this, alongside targeted sessions, will disproportionately benefit disadvantaged pupils.
Priority 3  EEF rating: High impact Moderate evidence base Low cost	Ensure pupils are not in any way disadvantaged by the school's curriculum or policies and ensure equity and equal opportunity in relation to access of provision.
Barriers to learning that these priorities address	Ensuring that all pupils remember more and are able to build on previous learning and experiences in order to make at least good progress
Projected spending	<b>£146,818.60</b>

### Teaching priorities for current academic year

The Government's Recovery Commissioner has stated that schools should be spending around of half of their pupil premium budget to improve teaching:

Aim	Target	Target date
<b>Progress in Combined RWM</b> EEF rating: High impact	Achieve at least in line with national non-disadvantaged average progress scores in KS2 Reading, Writing & Maths	July 2022

High evidence base Moderate cost	Ensuring that all pupils remember more and are able to build on previous learning and experiences in order to make at least good progress	
<b>Phonics</b> EEF rating: High impact High evidence base Moderate cost	Achieve above national average expected standard in Phonics Screen Check  Ensure all teachers receive high quality CPD in relation to teaching early reading and phonics focusing on vocabulary, inference and retrieval of evidence to support expected and greater depth learners. This will disproportionately benefit disadvantaged pupils.	July 2022
<b>Vocabulary development</b> EEF rating: High impact High evidence base Moderate cost	To reduce the vocabulary deficit of disadvantaged pupils	July 2022 and on-going
<b>Mental well-being</b> EEF rating: High impact High evidence base Moderate cost	Ensure disadvantaged pupils are given bespoke support as needed through Ed Psych and Bungalow services therefore promoting attendance at least in line with national non-disadvantaged	July 2022
<b>Equality of Opportunity</b> EEF rating: High impact High evidence base Moderate cost	Ensure pupils are not in any way disadvantaged by the school's curriculum or policies and ensure equity and equal opportunity in relation to access of provision.	July 2022 and on-going
Projected spending	£146,818.60	

## Statement of intent

In December 2021, 45% of students at Hemlington Hall Academy are entitled to Pupil Premium support. This is an increase of 5% on the year 2020 – 2021.

With such a significant number of pupils in receipt of Pupil Premium, we are committed to effectively applying funding across the school to impact on pupil learning and well-being. This includes whole-school initiatives, aimed at raising attainment and accelerating progress. Equally, we place high priority on providing support to promote positive mental health and well-being. We are an inclusive school, recognising that there are many children who are impacted by social deprivation but do not quite meet threshold for disadvantaged funding. We consider these children, as they remain significantly vulnerable due to changing circumstances, particularly in recent years.

Hemlington Hall serves a population in Middlesbrough which has one of the highest deprivation indicators in the country, with, among others, an IDAQL of 1, a crime decile of 1 and a health and disability decile of 1. These factors impact on the mental health, resilience and well-being of the majority of our pupils, who enter school at significantly below national averages, especially in self-care and communication.

Our ultimate aim is for all of our pupils, but particularly for those disadvantaged pupils, to stand shoulder-to-shoulder with their peers from any background. We intend for our children to leave us ready for the next stage in their learning and life; resilient, confident and aspirational.

Our Pupil Premium strategy aims to provide well planned and sequenced teaching to ‘fill learning gaps’ and enable children to at least meet end of Key Stage expectations and be ready for the next stage in their learning journey. We commit to providing a wide range of high quality experiences to develop fully-rounded individuals with positive self-esteem, confidence to aim high and achieve their individual aspirations.

Through effectively applying Pupil Premium and recovery funding, Hemlington Hall aims to address the most significant barriers to learning for our pupils, ensuring quality first teaching, academic challenge and support but also a significant ethos of nurture and inclusion. With reference to the Education Endowment Foundation’s guide to using the Pupil Premium, we select and apply proven methods which support our pupils and provide for them the curriculum, intervention and learning environment required for every pupil to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	A high proportion of the Academy’s pupils are disadvantaged and this % is increasing
2	Low / Very low starting points of many pupils: accelerated progress throughout the Primary years is necessary

3	Significant mental health challenges presented by many disadvantaged children and their families, leading to complex issues and a lack of resilience in children, requiring bespoke curriculum provision and intervention
4	Additional significant aspects impacting on disadvantaged pupils, for example SEND, attendance, medical needs and social care involvement
5	The impact of the COVID pandemic and lost learning, which is particularly significant in disadvantaged pupils

## 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
A high staff to pupil ratio is proven to enable children to feel valued and nurtured in order to succeed academically.	Children feel safe, happy and that they have a voice across school. Their self-esteem, confidence and resilience enables them to fully participate in all aspects of school life. <b>Pupil voice consultations /Questionnaires</b> reflect happy, positive pupils who feel supported and engaged.
Quality first teaching is consistent across HHA. Progress is regularly monitored and though quality CPD, staff are supported in providing a high-quality offer which enables disadvantaged pupils to narrow the attainment gap.	<b>Pupil performance data</b> shows at least expected and often better-than-expected progress. <b>Staff appraisal</b> sets high expectations and <b>performance monitoring</b> ensures targets are achieved. <b>Disadvantaged pupils close the gap with non-disadvantaged pupils nationally</b> by the end of their primary school life.
Continue to improve Early Reading through the purchase of a school-wide phonics system Little Wandle. Relevant online CPD modules accessible to all staff teaching phonics throughout school. Early Reading Lead (B-JL) identified Summer 2021	<b>New phonics system – Little Wandle – is in place and developing</b> with support from St Michael’s English Hub Staff teach phonics confidently and effectively throughout the academy. <b>Disadvantaged pupils close the gap with non-disadvantaged pupils nationally</b> by the end of Y1 / KS1.
Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is targeted, facilitating full engagement in the curriculum.	<b>Educational psychologist</b> supports families and pupils with relevant intervention. Timely intervention and <b>behaviour planning</b> supports pupils in making progress throughout the curriculum.
Mental health, emotional and behavioural work from specialist providers offers pertinent support to vulnerable and disadvantaged pupils and their families, where wellbeing impacts on learning.	<b>Bungalow therapists</b> support disadvantaged pupils and their families. <b>ELSA support</b> directed effectively towards identified pupils.

	<p><b>THRIVE assessment</b> identifies and supports individual's personal, social and educational development</p> <p><b>Early years pupils receive bespoke support.</b></p> <p>Pupils are supported in accessing learning through engagement with specialist providers.</p>
Analysis-driven provision for disadvantaged pupils targets areas of learning and SEMH.	<p>Enhanced provision for the youngest children, whose deficit due to the pandemic is the greatest:</p> <ul style="list-style-type: none"> <li>• <b>Additional adult intervention in KS1 (CSi)</b></li> <li>• <b>Additional adult intervention in KS2 (JA, CY)</b></li> <li>• <b>Additional 2 adults within SEND Bases and to support children transitioning into Mainstream Classes (CH, 2xVacancy, RB)</b></li> </ul>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Establish dynamic small group precision teaching sessions where pupils falling behind in a given literacy or maths topic are caught up quickly and remember more.</p> <p>Tutor Teacher appointed in FT role from January 2022 and targeted where needed.</p>
Priority 2	<p>Pupils who have fallen behind are targeted by teachers using effective evidence based classroom strategies</p>
Priority 3	<p>Through a 'parental purse', disadvantaged pupils are given access to a range of exciting learning opportunities and life skills development. These opportunities (including clubs, visits, visitors to enhance the curriculum and private lessons OOSH) will develop pupils' independence, resilience and vocabulary. Cultural capital will be enhanced.</p>
Barriers to learning that these priorities address	<p>Ensuring staff are trained in and use bespoke evidence-based whole-class and small group teaching strategies.</p>
Projected spending	£20,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Uniform provided for disadvantaged children PE Kits provided for disadvantaged pupils Milk & Fruit provided for disadvantaged pupils
Priority 2	Employ a Family Liaison Officer to support those in most need (i.e. those families whom attendance/mental health might be an issue, etc.).
Priority 3	Bungalow Partnership Therapist and counsellors and Educational Psychologist are bought into, ensuring that pupils have access to mental health/therapeutic support as needed. Staff to have training in 'trauma awareness'.
Priority 4	To have a reserve of money to respond to potential crisis situations.
Priority 5	Additional TA Hours to extend the school day and after school (3 x clubs), providing more teaching and learning time for pupils, indirectly impacting on disadvantaged pupils through prioritising this group in the first instance
Priority 6	Appointment of PE Coach, providing CPD for staff and extra learning time, including free OOSH and holiday clubs FoC – prioritising disadvantaged pupils
Barriers to learning that these priorities address	Ensure that pupils have life experiences and skills which enable greater equity of opportunity
Projected spending	£50,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is dedicated for staff professional development	Use of INSET days and additional cover to be provided by senior leaders and HLTA's
Targeted support	Ensuring enough time is dedicated for trained TAs to effectively support small group learning	TA timetable to be mapped out by PP lead. Any training needs to be met by PP lead.
Wider strategies	Engaging the families facing most challenges	FLO to be first contact to initiate positive relationships. PP lead to then lead on 'parental purse'. Respond to the poverty proofing audit to implement any recommendations to ensure equity for all.

## Review of 2020-21 aims and outcomes:

Aim	Outcome
<p>To provide wider support and learning through partnership with specialist therapeutic, professional and curriculum services to increase resilience and emotional wellbeing</p>	<p>Vulnerable pupils' mental health &amp; well-being was addressed effectively and in a timely manner through partnership with therapeutic and professional services. Sessions were arranged remotely when school restrictions were in place.</p> <p>Art of Brilliance programme shared across the year incl training for every member of staff and year group specific sessions enabling Pupils to build confidence and positivity and deal with situations involving stress and anxiety.</p> <p>Parents were very appreciative of the therapeutic support offered.</p>
<p>Monitor progress of pupil premium children in core subjects and against 'National other' group both in school and throughout school lockdowns.</p>	<p>'Structured Conversations' – Teacher / TA in regular contact with vulnerable pupils and their parents both in school and throughout lockdown. As a result, pupils were well safeguarded and continued to learn despite some not attending school.</p> <p>Every child categorised as 'vulnerable'(incl disadvantaged) were offered a place in school bubbles throughout lockdown which enabled face to face teaching in bespoke groups – this proved to have a great impact on learning, behaviour and wellbeing for this group.</p> <p>Most vulnerable pupils engaged well with the remote learning offer and those who were reluctant were contacted regularly with support and reminders. Data shows that progress was at least good.</p>
<p>Additional Teaching and Support Staff to reduce class sizes and provide high quality learning opportunities within school time.</p>	<p>Single year groups maintained to keep class sizes small. Each class supported by well-trained, experienced TA to offer additional support for groups / individuals.</p> <ul style="list-style-type: none"> <li>• 13 / 14 93% of PP children made 4 or more steps progress in Reading.</li> <li>• 100% achieved 3 or more steps progress in reading from their start points.</li> <li>• 11 / 14 79% of PP children made 4 or more steps progress in Writing.</li> <li>• 93% achieved 3 or more steps progress in writing from their start points.</li> <li>• 8 / 14 57% of PP children made 4 or more steps progress in Maths.</li> <li>• 100% achieved 3 or more steps progress in maths from their start points.</li> </ul>



	<ul style="list-style-type: none"> <li>• Y1 Phonics: 67% achieved the PSC Standard. This represented a 3 year upward trend for HHA and an increase of 16.7% from previous year.</li> <li>• Y2 Reading SATs (Teacher Assessment): 64% achieved the EXS Standard. This represented an upward trend for HHA and an increase of 14% from previous year and narrowed the gap between National Other for the second year.</li> <li>• 9% of disadvantaged pupils at KS1 attained the GDS in Reading</li> </ul> <p><b><u>End of Reception data for EYPP</u></b></p> <p>Hemlington Hall EYPP children attained better outcomes in all areas of the Early Adopter Areas of Learning when compared to The School Data Company total outcomes.</p> <table border="1" data-bbox="802 685 1407 1182"> <thead> <tr> <th></th> <th>School Pupils</th> <th>School %</th> <th>TSDC Pupils</th> <th>TSDC %</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>19</td> <td>47.4%</td> <td>182</td> <td>40.7%</td> </tr> <tr> <td>Word Reading</td> <td>19</td> <td>52.6%</td> <td>182</td> <td>48.4%</td> </tr> <tr> <td>Writing</td> <td>19</td> <td>52.6%</td> <td>182</td> <td>45.6%</td> </tr> <tr> <td>Number</td> <td>19</td> <td>68.4%</td> <td>182</td> <td>54.4%</td> </tr> <tr> <td>Numerical Patterns</td> <td>19</td> <td>73.7%</td> <td>182</td> <td>53.8%</td> </tr> </tbody> </table>		School Pupils	School %	TSDC Pupils	TSDC %	GLD	19	47.4%	182	40.7%	Word Reading	19	52.6%	182	48.4%	Writing	19	52.6%	182	45.6%	Number	19	68.4%	182	54.4%	Numerical Patterns	19	73.7%	182	53.8%
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<p>Other objectives: small group catch up sessions, tutoring, extra-curricular activities, visits, visitors, small steps SEND input, Ed Psych involvement etc.</p>	<p>Although reduced due to Covid-19 restrictions, school placed high priority on ensuring these priorities were implemented as effectively, efficiently and safely as possible.</p> <p>Tutoring impacted on Y5 students – data shared demonstrating positive impact on outcomes for 85% children who had fallen behind due to lockdown</p> <p>Visits / Visitors within the curriculum planned for Summer Term 2021 for every child. Impacted positively on pupil outcomes and MH &amp; well-being.</p> <p>Additional staff supported small groups with catch-up across school.</p>																														
<p>Providing materials, resources and items to enable all children to access school without disadvantage.</p>																															