Pupil Premium Strategy 2024 – 2025: REVIEWED NOVEMBER 2025

School overview

Metric	Data
School name	**Hemlington Hall Academy**
Pupils in school	282 (including Nursery) Nov 2024
Proportion of disadvantaged pupils	45% (including Nursery)
Pupil premium allocation this academic year	£195,360 (132 children)
Academic year or years covered by statement	2024 - 25
Publish date	November 2024
Review date	July 2025
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	£195,360
Previously Looked After funding allocation this academic year	£12,850 (5 children)
Service Children funding allocation this academic year	£680 (2 children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£208,890

Statement of intent

In November 2024, 45% of students at Hemlington Hall Academy are entitled to Pupil Premium support. This is a decrease of 1% on the year 2023 – 2024. Of our most complex SEND children, 62% are also disadvantaged. Whole school, 54% of children registered as SEND are also disadvantaged.

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 IDACI 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 for pupils to ‘keep up not catch up’ 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 grant, 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. This year, the Tutoring (‘catch up’) Grant has been withdrawn and we continue to provide Quality First Teaching to support children to catch up and narrow the attainment gap. 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.

This year, children who were previously looked after (PLAC) and those from Service families had been included in this statement, however, we recognise that service families are not necessarily disadvantaged, but may have experienced high mobility and / or experience of trauma.

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

Challenge number	Detail of challenge
1	The learning gaps between disadvantaged pupils and their peers needs to be reduced.
2	Pupils have limited life skills and cultural experiences beyond their home life and immediate community.
3	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
4	Some disadvantaged pupils also have additional barriers, such as additional needs, which impact in terms of their attainment and progress.

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
Pupils receive quality-first teaching and support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)	Disadvantaged children in EYFS will achieve GLD in line with their peers Standards in PSC continue to improve outcomes and average score for disadvantaged children in Y1. Disadvantaged children who did not achieve GLD at the end of EYFS will achieve the pass mark for phonics by end of Y2 Standards in MTC continue to improve outcomes and average score for disadvantaged children in Y4. Disadvantaged children at the end of KS2 will achieve results in line with their peers for reading, writing and maths, particularly girls in Reading and Maths The vast majority of disadvantaged children will make at least the expected progress across the curriculum
Disadvantaged pupils have opportunities and access learning and the wider school curriculum. Pupils have an increased range of experiences, including 1-1 reading, visits and residentials, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	Disadvantaged pupils are prioritised in relation to learning support and extra-curricular activities, in order to target specific need. The percentage of disadvantaged pupils who attend extra-curricular clubs will increase from previous year Percentage of disadvantaged children who attend more than one club will increase from previous year

	Children who attend school using school transport will have access to extra-curricular clubs / specialists during the school day Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.
Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.	To close the gap between whole school attendance and pupils in receipt of PP funding. (22-23 PP 92.6% v N-PP 94.2 (-1.6%) To close the gap between disadvantage children persistent absence 30% and non-pupil premium persistent absence 14.5% by reducing pupil premium persistent absence (-15.5%)
To ensure that disadvantaged pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs 2024 KS1 SEND + PP = 12.5% of cohort 2024 KS1 MOBILE + PP = 14% of cohort 2024 KS2 SEND + PP = 23% of cohort 2024 KS2 MOBILE + PP = 20% of cohort	To ensure that pupils make progress to achieve individual targets that have been set The percentage of disadvantaged children with additional barriers who make accelerated progress will increase

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

Budgeted cost: £40,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
All teachers and support staff to receive high quality CPD in relation to developing evidence based adaptive teaching strategies and pedagogy focusing on active engagement of pupils ensuring retention of key information.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Cognitive science research. EEF rating: High impact Evidence base: High Cost: Moderate This will disproportionately benefit disadvantaged pupils.	1
All teachers and support staff to have access to targeted training and support, focusing on developing specific skills / strategies	EEF rating: High impact Evidence base: High Cost: Moderate This will disproportionately benefit disadvantaged pupils.	1
All teachers to be trained on updated English Frameworks, in line with National and Trust expectations for Reading and Writing	Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) EEF rating: High impact Evidence base: High Cost: Low This will disproportionately benefit disadvantaged pupils.	1
All teachers and support staff will access Trust Maths training and resources, in order to raise outcomes at least in line with National expectations	Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) EEF rating: High impact Evidence base: High Cost: Low This will disproportionately benefit disadvantaged pupils.	1
All teaching and support staff access regular updated Little Wandle training, and will be better able to support the 17% of children who did not meet PSC	EEF rating: High impact Evidence base: High Cost: Moderate This will disproportionately benefit disadvantaged pupils.	1

Targeted Academic Support

Budgeted cost: £100,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
Appoint additional staff to support those who have fallen furthest behind, or who have other additional complexities which impact on their learning	EEF rating: Moderate impact Evidence base: Moderate Cost: Moderate This will disproportionately benefit disadvantaged pupils.	4
Identify the specific needs of disadvantaged children in core subjects and create an effective programme of learning within class / pre-teaching by Teacher and TA to enhance attainment and progress. This will include Sp&L and phonics for students with limited oral language and communication skills.	https://educationendowmentfoundation.org.uk /education-evidence/teaching-learning-toolkit EEF rating: High Impact Evidence base: High Cost: Low	1 & 4
SLT to support Teachers to establish teaching intervention and learning opportunities for those pupils identified through in-the-moment assessment, prior attainment / target setting and school self-evaluation as stuck / falling behind	https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/ EEF rating: Moderate Impact Evidence base: Moderate Cost: Moderate	1 & 4
Children, including PLAC and those from Service families, have access to professionals to enable them to access learning and wellbeing support.	EEF rating: High impact Evidence base: Moderate - High Cost: Moderate - High	1 & 4

Wider strategies

Budgeted cost: £65,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
There are clear links between attendance, attainment and behaviour: improving attendance is a challenge and a priority particularly within the disadvan-taged cohorts, whose attendance is lower. We will implement a multifaceted attendance strategy, ensuring high quality communication, CPD and curriculum.	**Supporting attendance | EEF** EEF rating: High Impact Evidence base: High Cost: Moderate	3

All year groups offered a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (i.e. Authors, Visits / visitors, OOSHLA, Art / music, and residential opportunities). Support families with funding any of the above so that all children have equal access.	https://educationendowmentfoundation.org.uk/ https://educationendowmentfoundation.org.uk /education-evidence/teaching-learning toolkithttps://educationendowmentfoundation. org.uk/education-evidence/teaching-learning-toolkit EEF rating: Moderate Impact Evidence base: Moderate Cost: Moderate	2
Family Liaison Officer to work collaboratively on a day to day basis with our most vulnerable families.	EEF rating: Moderate Impact Evidence base: Moderate Cost: Low - Moderate	3 & 4
Wider support to most vulnerable families within the community through access to Eco-Shop and Uniform / Uniform exchange. This is heavily subsidised by school / staff volunteer time	EEF rating: Moderate Impact Evidence base: Moderate Cost: Low	4
Parents can access some of their child's pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. cooking, playing an instrument, swimming etc.).	EEF rating: Moderate - High impact Evidence base: High Cost: Low - Moderate	2&4

Part B: Review & Evaluation & Outcomes 2024-25 – Nov 2025

Pupil premium strategy outcomes

Intended outcome	Review, evaluation & outcomes
Pupils receive quality-first teaching and support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)	71.4% of Disadvantaged children in EYFS achieved GLD. This was 3.1% above National Other (68%). There has been a 3 year upward trend in Y1 PSC outcomes for PP children. Whilst this represents 8% lower that National other, it is 5% above the Disadvantaged figure nationally. 1 disadvantaged girl who did not achieve GLD at the end of EYFS achieved the pass mark for phonics by end of Y2. A second CLA child joined school after EY data was submitted. She is in the triple vulnerable category and did not access the Y2 PSC. Standards in MTC continue to improve with PP outcomes exceeding those achieved nationally by all pupils. PP girls by the end of KS2 achieved above National other in all subjects at EXS standard. PP boys did not achieve as well in all subjects at EXS and GD standards and will be a priority for 25-26.

	The vast majority of disadvantaged children made at least the expected progress across the curriculum.
Disadvantaged pupils have opportunities and access learning and the wider school curriculum. Pupils have an increased range of experiences, including 1-1 reading, visits and residentials, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	Additional learning support is targeted to individuals / year groups where the most complex vulnerable children are. As a result of targeted learning support, progress for PP is strong by the time the children leave Y6, particularly for girls. Disadvantaged pupils are prioritised in relation to learning support and extra-curricular activities, in order to target specific need. We have worked hard to actively encourage and promote free / very low cost activities across the year for PP children. (We were unable to provide Whit and Summer Holiday Clubs in school this year due to building works) Only 5% of all KS2 children signed up for Christmas Holiday Club. 13 / 38 KS2 children who attended the Club were in receipt of Pupil Premium Funding. This represents 34%. 20 Clubs were offered across the year, led by Sports Coaches and HHA Support Staff. The percentage of disadvantaged pupils who attended extra-curricular clubs increased from previous year, representing on average 42% of attendees. The percentage of disadvantaged children who attended more than one club increased by 15% from previous year Base Children who attend school using school transport have had the opportunity to attend a weekly lunchtime sports club with PE Coach to ensure they have access to wider clubs. Disadvantaged children have access to enhanced curriculum opportunities in line with their peers, increasing cultural capital through such as Author, Theatre and Educational visits. The impact of these on learning in the classroom is evident, as it provides real life experiences to write / talk about. Club Attendance data shows that more PP pupils have taken part in clubs /opportunities across the wider curriculum than in the previous year.
Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.	The gap has closed between National whole school attendance and pupils in receipt of PP funding. 2023-24 PP 92.6% v 2024-25 94% **(+1.4%)** Whilst this represents 0.8% lower that National other, it is 1.9% above the Disadvantaged figure nationally. The gap between school PP v Non-PP nationally PA children has closed hugely from 15.5% 23-24 to 2.1% 24-25. We continue to try and improve attendance further next year, to eradicate the gap.

To ensure that disadvantaged pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs 2024 KS1 SEND + PP = represents12.5% of cohort 2024 KS1 MOBILE + PP = represents14% of cohort 2024 KS2 SEND + PP = represents 23% of cohort 2024 KS2 MOBILE + PP = represents20% of cohort	All pupils achieved at least the individual targets set, demonstrating progress at their own level. The percentage of disadvantaged children with additional barriers made accelerated progress based on the start of year predictions increased.

	Reading	**Writing**	**Maths**
KS1 SEND + PP (12 children)	17% EXS 17% on track	17% EXS 17% on track	60% EXS 20% on track
KS1 Mobile + PP (4 children)	67% EXS 33% on track	33% EXS 33% on track	50% EXS 0% on track
KS2 SEND + PP (27 children)	13% EXS 27% on track	13% EXS 0% on track	33% EXS 13% on track
KS1 Mobile + PP (25 children)	5% GDS 45% EXS 20% on track	5% GDS 25% EXS 10% on track	10% GDS 60% EXS 5% on track

This identifies the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year