

Pupil Premium Strategy 2025 – 2026



School overview

Metric	Data
School name	Hemlington Hall Academy
Pupils in school	280 (including Nursery) Dec 2025
Proportion of disadvantaged pupils	45% (including Nursery)
Pupil premium allocation this academic year	£172,710 (114 children)
Academic year or years covered by statement	2025 - 26
Publish date	December 2025
Review date	July 2026
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	£172,710
Previously Looked After funding allocation this academic year	£21,040 (8 children)
Service Children funding allocation this academic year	£700 (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	£194,450

Statement of intent

In December 2025, 45% of students at Hemlington Hall Academy are entitled to Pupil Premium support. This is the same as 2024-25. Of our most complex SEND children, 53% are also disadvantaged. Whole school, 30% of children registered as SEND are also disadvantaged. 69.5% of the Pupil Premium cohort also have at least one other vulnerability.

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. 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	Data suggests that disadvantaged boys generally have poorer outcomes in core subjects as they move through school in comparison to their peers. This negatively impacts their development, engagement, learning attitudes and readiness for KS3.
2	Analysis of pupil cohorts recognises that disadvantaged pupils often start school with fewer life experiences and weaker social skills. To address this, we need to implement targeted strategies broaden their understanding of the world through wider opportunities.
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	Pupil Progress Meetings and liaison with families highlights that some disadvantaged pupils also have additional barriers, such as SEND and SEMH 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
All children, particularly boys in receipt of pupil premium, receive quality-first teaching and targeted support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)	<ul style="list-style-type: none"> Disadvantaged children, particularly boys in EYFS will achieve GLD in line with their peers Standards in PSC outcomes improve in line with National Other 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 (boys) in Y4. Disadvantaged boys at the end of KS2 will achieve EXS results in line with girls and towards National other peers for reading, writing and maths. By end of KS2, children in receipt of PP will achieve HS at least in line with national averages

	<ul style="list-style-type: none"> 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, performances, visits and residential, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	<ul style="list-style-type: none"> Disadvantaged pupils, particularly those with multiple vulnerabilities, are prioritised in relation to learning support and extra-curricular activities, to target specific need. Funding is used to enable PP children and those with additional disadvantage to access weekly Rock Steady music lessons. The percentage of disadvantaged pupils who attend extra-curricular clubs will increase to at least 30% More Children who attend school using school transport will have access to extra-curricular clubs / specialists during the school day Data will show that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum. PP children will have the opportunity to feedback what they would like in school to support enrichment Increased opportunities will be implemented to enable disadvantaged children to develop / enhance their social and presentation skills Increase opportunities to enhance STEM and Science learning for PP students
Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.	<ul style="list-style-type: none"> To close the gap between whole school attendance and pupils in receipt of PP funding. 2024-25 94.8% v Non PP national other 95.6% (24-25) To close the 2.1% gap from 24-25 between school PP v Non-PP nationally . To inform and promote positive engagement from all parents, especially those who are PA or at risk of PA across the year
To ensure that disadvantaged pupils with additional barriers such as SEND, SEMH and wider services involvement make at least the expected progress in relation to their individual needs	<ul style="list-style-type: none"> Funding allocated to target the most vulnerable pupils learning / wellbeing support to promote better outcomes To ensure that pupils make progress to achieve individual targets set The percentage of disadvantaged children with additional barriers who make accelerated progress will increase, particularly in writing by end of KS2

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: £45,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
All teachers and support staff will receive high quality CPD in relation to the Teaching Compass and EEF, 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 will implement the updated Trust 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 will have regular Trust Maths update training, 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
Maintain high staff ratios in classes 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
Increase teaching staff in Y6 to specifically support the high % of PP children to meet at least EXS standards by the end of KS2. Re-deploy teaching staff for Summer 2 to boost complex Y5 cohort.	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 implement an effective programme of learning within class / pre-teaching by Teacher and TA to enhance attainment and progress. This will include Sp&L, phonics and Fluency Blast 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 and high quality TA to deliver teaching intervention and learning opportunities in core subjects for pupils identified through in-the-moment assessment, prior attainment / target setting as stuck / falling behind or in need of more adaptation to the curriculum	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: £59,000 approx.

Activities	Evidence to support	Challenge Number(s) addressed
<p>There are clear links between attendance, attainment and behaviour: improving attendance is a challenge and a priority particularly within the disadvantaged cohorts, whose attendance is lower.</p> <p>Continue to implement a multifaceted attendance strategy, ensuring high quality communication, CPD and curriculum.</p> <p>Carry out detailed termly analysis on the impact of catch up interventions to support children who are PA / at risk of PA across the year</p>	<p>Supporting attendance EEF</p> <p>EEF rating: High Impact Evidence base: High Cost: Moderate</p>	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, OOSH LA, 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/Carers 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 2025-26 – Nov 2026

Pupil premium strategy outcomes

Intended outcome	Review, evaluation & outcomes
All children, particularly boys in receipt of pupil premium, receive quality-first teaching and targeted support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate)	
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 residential, that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	
Attendance of pupils in receipt of disadvantaged pupils is in line with their peers and reduce the proportion of persistent absentees.	
To ensure that disadvantaged pupils with additional barriers such as SEND, SEMH and wider services involvement make at least the expected progress in relation to their individual needs	

This identifies the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year