



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hammond Academy
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Advisory Body
Pupil premium lead	Matt Beach (Assistant Principal- Inclusion)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,362.50
Recovery premium funding allocation this academic year	£23,294.00 (inclusive of £8,431 carry forward from 22/23) <i>Overview of spend documented separately</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (Pupil premium)
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	£175,656.50

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to improve the educational outcomes for disadvantaged pupils. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as their non-disadvantaged peers.

At Hammond Academy, we use the grant to support pupils' progress and attainment so that our disadvantaged pupils can reach their full potential. We do this through:

1. High quality teaching: providing ongoing training for our teachers so that all pupils benefit from high quality teaching across the curriculum, but particularly in reading, writing and mathematics. We also ensure our support staff are trained to deliver the intervention programmes and pastoral and behaviour support that many of our disadvantaged pupils need.
2. Targeted support: through ongoing monitoring of pupil attainment and progress, class teachers, with the support of the SENDCo and SLT, identify learners who would benefit from targeted academic support to address gaps in their learning and accelerate progress.
3. Wider strategies: our pastoral team and Thrive Practitioners provide support for pupils with social, emotional and behaviour needs that get in the way of them accessing learning. We also recognise the important of regular and punctual attendance and work closely with parents and pupils to improve this where it gets in the way of pupils learning well. We aim to ensure all learners can access extra curricula activities and provide support to promote equality of opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the EYFS
3	Low attainment in specific areas for individual pupils, e.g. reading (including phonics), writing or maths.
4	Attendance and punctuality issues
5	Social, emotional and behaviour issues and the impact these have on behaviour for learning
6	Family issues which require the involvement of Children's Services

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
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025/26 show at least 70% of disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show at least 70% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show at least 75% of disadvantaged pupils meet the expected standard.
Pupils with SEND will make good progress from their starting points.	All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use standardised and diagnostic tests	<p>Standardised and diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support in class and through interventions:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Strategies such as individualised instruction and small group tuition work best when they are targeted at pupils' specific needs. These needs can be identified with the support of standardised tests.</p>	1, 2, 3
Improve the quality of the maths curriculum in the EYFS	<p>High quality CPD supports staff in understanding how to draw upon evidence-based approaches to early years maths:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Reception ESSENTIALmaths: what it is, the impact so far and a spring term training opportunity Herts for Learning</p>	2
Release time for the maths leader to support the continuing improvements to maths teaching and learning throughout the school.	<p>Using evidence from monitoring, the maths subject leader will support staff in providing high quality teaching for all pupils.</p> <p>The EEF guide to supporting school planning A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	2, 3
Release time for the literacy leader to support the continuing improvements to reading and writing teaching and learning	<p>Using evidence from monitoring, the literacy subject leader will support staff in providing high quality teaching for all pupils.</p> <p>The EEF guide to supporting school planning A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	2, 3

throughout the school.		
------------------------	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers provide 1:1 and small group support for targeted PP pupils & Part time intervention teacher/PPG Champion	<p>The support will focus on reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> - Individualised instruction - Metacognition and self-regulation - One to one tuition - Reading comprehension strategies - Small group tuition 	1, 2, 3
Early years practitioners & TAs provide 1:1 and small group support for targeted PP pupils	<p>The support will focus on language and communication, phonics, reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> - Individualised instructions - One to one tuition - Oral language interventions - Phonics (Keep up and Rapid Catch up) - Small group tuition - Teaching assistant interventions - WellComm - PM Benchmarking 	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a Family Support Worker	This support is tailored to suit the needs of individual families, e.g. establishing routines at home, behaviour management, support with claiming benefits and sign posting to other services.	4, 5, 6
Support from Thrive practitioners for pupils with social, emotional and behaviour difficulties	Targeted interventions to support social, emotional and behaviour difficulties can have a positive impact on a child's ability to regulate their emotions and be ready to access learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit - Behaviour interventions - Social and emotional learning	5, 6
Support from the Happy Human Project for pupils with social, emotional and behaviour difficulties	Targeted interventions to support social, emotional and behaviour difficulties can have a positive impact on a child's ability to regulate their emotions and be ready to access learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit - Behaviour interventions - Social and emotional learning	5, 6
Work with parents to support improved attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4
Financial support for extra-curricular activities, trips, residential visits, swimming lessons, instrumental tuition and school uniform	Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk) Evidence shows that poverty proofing the school day can have an impact on attendance and learning for disadvantaged pupils.	1, 2, 3, 4, 5, 6

<p>Access to breakfast club and transport</p>		
<p>Access to Dacorum Family Services</p> <ul style="list-style-type: none"> • Family Support Worker • Pupil Support worker • Parent Workshops • Signposting 	<p>This support is tailored to suit the needs of individual families, e.g. establishing routines at home, behaviour management, support with claiming benefits and sign posting to other services. This is a well-established service that provide support to the majority of Daocurm schools. Our school demographic means that additional support for families is required.</p>	<p>4, 5, 6</p>

Total budgeted cost: £175, 656.50

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.

Personalised provision

The school continued to provide financial assistance for PPG pupils to attend breakfast club and after school club and for the purchase of school uniform. The provision of breakfast gave the pupils a good start to the school day through positive social interactions with their peers and through improved concentration and capacity to learn. In addition, it has supported punctuality and ensuring learners are ready to start the day well.

1:1 support was provided for PPG pupils with social, emotional and behavioural difficulties. This support from our pastoral team enabled pupils to regulate their emotions and engage in learning.

Intervention provision

Teaching assistants were trained to use PM Benchmarking and Nesy to support improved reading and writing skills. Teachers were supported in developing a new approach to the teaching of reading and writing and this, along with support for teachers to make accurate assessments, supported pupils in making better progress. The school continues to employ a qualified teacher for two days per week to provide high quality interventions and facilitate split teaching groups.

Universal provision

The school continued to be proactive in working with families where pupils have poor attendance. Attendance for PPG pupils from 2021/2022 remained below 93%. However, this increased slightly in 2022/2023 to 94.7%.

Attainment comparison (2022/23)

	PPG Eligible	Not PPG Eligible	Gap %
GLD	50%	52%	2%
Y1 phonics	46%	72%	26%
Y2 reading EXS	39%	70%	31%
Y2 writing EXS	50%	70%	20%
Y2 maths EXS	39%	70%	31%
Y4 MTC 25/25	13%	34%	21%
Y6 reading EXS	60%	71%	11%
Y6 writing EXS	32%	70%	38%
Y6 maths EXS	27%	71%	44%
Y6 RWM EXS	18%	61%	43%

Highlights:

The gap between PPG Eligible learners and Non-PPG Eligible learners achieving a good level of development at the end of Reception is only 2%. The gap between PPG Eligible learners and Non-PPG Eligible learners achieving EXS in Reading at the end of KS2 is only 9%. This shows a positive impact from the PM Benchmarking intervention targeted at PPG Eligible learners.

Next steps for 23/24:

- Prioritise providing keep up sessions for PPG eligible learners in phonics (Year 1) to continue to show a narrow gap between PPG eligible and Non-PPG eligible learners narrow.
- Continue to provide targeted support in Reading for PPG Eligible learners (using the PM Benchmarking).

- Explore the use of PA Plus Gap Analysis in Maths to provide more targeted intervention to narrow what is a significantly large gap between PPG and Non-PPG eligible attainment at the end of KS1 & 2.
- Explore the use of Oracy and Talk4Writing to improve outcomes and reduce the attainment gap in Writing between PPG and Non-PPG eligible learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Rapid Catch up & Keep up	Little Wandle (Revised Letters and Sounds)
Wellcomm (Assessment and Planning tool)	WellComm
Thrive Profiling (Assessment and Provision Tool)	Thrive
PM Benchmarking	HfL Education