



Pupil Premium Strategy Statement

Equalising Starting Points in Life

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	Hatton Hill Primary
Number of pupils in school	317 eligible
Proportion (%) of pupil premium eligible pupils	48%
Academic year that our current pupil premium strategy plan covers	2021-25
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Mrs James Headteacher
Pupil premium lead	Mrs P Frazer Deputy Headteacher
Governor	Mrs Kerwin, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,060.00
Recovery premium funding allocation this academic year	£21,605.00
Premium funding carried forward from previous years (enter £0 if not applicable)	£26,061.00
Total budget for this academic year	£263,726.00

Part A: Pupil premium strategy plan

Statement of intent

Hatton Hill Primary is committed to ensuring that all children are supported to achieving their potential academically and to develop the skills and attributes necessary to succeed as they proceed to high school and through life. Our school community is made up of students from diverse socio-economic and cultural backgrounds. We celebrate our diversity, believing in aspiration for all and a moral imperative to 'equalise starting points in life'.

Our shared motto - Achievement through Happy Learning – affirms our belief that the development of the whole child is important as one can only successfully learn if safe and happy. Pupil Premium Funding is used to address knowledge essential for academic success; however, the school also wants to ensure that our children are happy so we aim to raise aspiration, self-esteem, confidence, and to expand cultural horizons. In this way, we believe all our children will have the opportunity to succeed in life no matter what their socio-economic starting point has been. Funding is used to target areas of the 'hidden curriculum' which impact on children's ability to successfully learn, this includes well-being, behaviour and attitudes to learning.

Skilled and Quality First teaching is at the heart of our approach, focussing on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit non-disadvantaged pupils. Implicit is the intention that all children's attainment will be sustained and improved.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Academic Mentoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Consider the needs of the whole child to ensure they have the best chance of success

Challenges

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

Challenge number	Detail of challenge
<i>In-school challenges (issues to be addressed primarily in school)</i>	

1	Assessments and observations, as well as internal and external assessments, suggest disadvantaged pupils generally have greater difficulties with phonics from school entry in comparison with peers which inhibits progress in reading. As a consequence of this and limited reading experiences beyond the curriculum, attainment in reading among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This inhibits progress across the curriculum.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially deficits in social and cultural capital which impact on wider learning in the curriculum.
5	Our observations in class show lower levels of effort in class and home learning as a consequence of aspiration. Many of our children do not see further education as an option open to them in their future. Parents also lack confidence in systems they have not themselves experienced.
6	Ours is an inclusive school with high levels of complex SEND, many of whom are also in receipt of the Pupil Premium Grant. High levels of significant SEND create an additional barrier which requires the support of specialist staff and clear management from an experienced and knowledgeable SENDco.
<i>External Challenges (issues which also require action outside school)</i>	
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. During the pandemic period typically, 40% of disadvantaged pupils have been 'persistently absent' compared to 20% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Our work with other agencies as well as observations and discussions with pupils and families has identified social and emotional issues for many pupils, notably due to poor social, emotional and mental health associated with experiences linked to socio economic deprivation. This has been further compounded during school closure. These challenges particularly affect disadvantaged

	pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
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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
Disadvantaged pupils reaching age related expectations in reading which enables them to improve their rates of progress in all subjects	<p>Termly reading assessments indicate that children eligible for Pupil Premium improve their reading ages</p> <p>Children eligible for Pupil Premium make as much progress as others.</p> <p>KS2 reading outcomes in 2024/25 show more than 70% of disadvantaged pupils (without EHCPs) met the expected standard.</p> <p><i>To be monitored by Deputy Headteacher</i></p>
Disadvantaged pupils reaching age related expectations in maths which enables them to improve numeracy	<p>Termly maths assessments indicate that children eligible for Pupil Premium improve their understanding of key concepts</p> <p>Children eligible for Pupil Premium make as much progress as others.</p> <p>KS2 maths outcomes in 2024/25 show more than 70% of disadvantaged pupils (without EHCPs) met the expected standard.</p> <p><i>To be monitored by Deputy Headteacher</i></p>
Students reaching age related expectations in receptive language, oral and communication skills evidences through greater comprehension across the curriculum	<p>Weekly reading rota and termly comprehension assessments indicate that children eligible for Pupil Premium improve their levels of understanding</p> <p>Neli project and EAL intervention assessment show an improvement in language acquisition.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><i>To be monitored by SENDco, NELI lead & Deputy Headteacher</i></p>

<p>Increased participation in a wide range of cultural, social and creative capital</p>	<p>Sustained provision and participation rates indicate that children eligible for Pupil Premium are accessing opportunities for broader development from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Book scrutiny to ensure children are fulfilling a broad and balanced curriculum experience which builds on children's starting points and does not assume prior knowledge or experience. <p><i>To be monitored by Deputy Headteacher</i></p>
<p>Higher levels of motivation are indicated through improved effort data for class and home learning</p>	<p>Tracking indicates that children eligible for Pupil Premium are displaying good effort in class and are not over represented in behavioural incidents</p> <p><i>To be monitored by Headteacher</i></p>
<p>SEND pupils making expected levels of progress across the curriculum</p>	<p>Children with SEND are supported at the appropriate level and school is liaising with the relevant professionals. This includes ensuring parents receive the support they need to access different levels of care and that EHCP applications/ transitions are comprehensive/ enhanced.</p> <p>Tracking of individual pupils shows progress from starting points.</p> <p><i>To be monitored by SENDco</i></p>
<p>Sustained attendance figures</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p> <p><i>To be monitored termly by Attendance Officer and Headteacher</i></p>
<p>Improved attitudes to self and school</p>	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> Children with well-being concerns have appropriate support and provision. Families accessing support where needed. <p><i>To be monitored by Headteacher supported by DSL and Learning Mentor</i></p>
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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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improved literacy levels lead to strong achievement at the end of each Key Stage and better access to the whole curriculum</i></p> <p>Continued resourcing of a DfE validated systematic synthetic phonics programme.</p> <p>Investment in quality books and a reading environment following all advice from English Hub.</p>	<p>Developing a whole school focus on reading for pleasure as advised by our Reading Hub. Reading culture in the form of class readers, quality class and key stage libraries, author visits and reading areas, as recommended by Reading Hub.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>School experience shows that sustained use of Accelerated Reader alongside a book rich environment is beneficial and motivating for our children. Pupil voice strongly advocates that rewards motivate.</p> <p>Developing a whole school focus on key vocabulary in word rich classrooms.</p>	1 & 6
<p><i>Improved numeracy levels lead to strong achievement at the end of each key stage.</i></p>	<p>Developing mastery learning as advised by Maths and Reading Hubs. The EFF/Sutton Trust Toolkit</p>	2 & 6

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub and CPD (including Teaching for Mastery training).</p> <p>Implementation and whole-school development of systematic mastery programme: Power Maths</p> <p>Resources which support the teaching of the mastery programme and provide additional support in learning key concepts (e.g. multiplication tables)</p>	<p>advises that mastery teaching has high impact for very low cost.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>TTRS as school experience shows high engagement and improved recall.</p>	
<p>Quality First teaching in every classroom</p> <p>Focus on effective strategies for improving learning, such as detailed intent lead planning and empowering children.</p> <p>Whole school CPD</p> <p>Structured PPA and Directed Time</p> <p>QA processes including work scrutiny, lesson observations and learning walks shapes best practice and monitor impact.</p> <p>Development of subject leaders with passion and drive for their area of expertise.</p> <p>Oversight by senior management, including close scrutiny of planning and assessment data to ensure</p>	<p>All lessons are intent lead with a careful focus on impact. We have used the EEF/Sutton Trust Toolkit to inform our approach to improving teaching and learning (e.g. quality and timely feedback, mastery learning, metacognition, phonics and reading comprehension strategies)</p> <p>A high focus has been placed on developing the role of subject leaders to ensure they have the skill to drive and monitor achievement.</p> <p>Careful monitoring of the curriculum and the progress of individual children to ensure timely intervention by deputy.</p> <p>SEND children to receive a high level of support from qualified SENDco ensuring that timely intervention from all professionals ensures the best outcomes for SEND children.</p>	<p>1, 2, 3, 5 & 6</p>

<p>intervention is timely and effective. Whole school mastery approaches are managed by senior leadership.</p> <p>Qualified SENDco is given the time necessary to effectively liaise with professionals and complete detailed paperwork necessary to access support, ensure effective transition and achieve effective EHPs.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dedicated time for leads to plan programmes, assess impact and provide timely intervention/ group changes.</i></p> <p><i>Improved parental engagement.</i></p> <p>Mastery schemes in place for the development of mathematics. Investment in Power Maths and Read, Write, Inc schemes. Termly data tracking and reporting. Engagement with English and Maths Hubs.</p> <p>Children learning to understand their own learning by engaging with targets set.</p> <p>Communication with parents through Class Charts system.</p>	<p>The EFF/Sutton Trust Toolkit advises that mastery teaching has high impact for very low cost. School experience is now showing the impact of this after a difficult introduction through the Covid pandemic. To maintain this high quality approach requires leadership to monitor and plan impact.</p> <p>Metacognition has very high impact for very low costs.</p> <p>Parental engagement is recognised as having a positive impact. Rewards are valued by our community.</p>	1, 2, 3, 5 & 6
Purchase of a programme to improve listening, narrative and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	3

<p>vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The school received DfE funding for the NELI project which has a positive impact understand close management. This is supported by evidence: https://www.teachneli.org/what-is-neli/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	
<p>Improved literacy and numeracy levels lead to strong achievement at the end of each Key Stage and better access to the whole curriculum.</p> <p>Engaging with the Academic Mentor programme, further supported by in-house TAs, to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted small group intervention for children working significantly below year group expectations with identified additional SEND providing a dual barrier of SEN and socio-economic disadvantage.</p>	<p>1, 2, 3 & 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 6</p>

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sustained excellent rates of attendance</i></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This involves a specifically appointed attendance officer to improve attendance by working with families and our Learning Mentor.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>You can't teach an empty chair.</p> <p>Our own prior experience and evidence has seen that Pupil Premium children's progress can be raised through higher rates of attendance.</p>	6, 7 & 8
<p><i>Improved attitudes to self and school</i></p> <p>A whole school approach to mental fitness will continue to be developed and embedded to enable students to understand and develop strategies to support their own mental health.</p> <p>Targeted intervention from Behavioural Support Specialist and Learning Mentor.</p> <p>Support from EMHP – educational mental health practitioner. The development of programmes with Mental Health Schools Team (MHST). This work will lead to curriculum improvements for social and emotional aspects of learning.</p>	<p>The MHST project has been introduced at a national level to support the well-being of children in school. This is particularly important for the most vulnerable children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). LINK</p> <p>School secures recommendations from experience Behavioural Support specialist and other professionals, taking the relevant advice from specialists in different field of SEND and child development.</p>	6, 7 & 8
<p><i>Increased participation in a wide range of cultural, social and creative capital</i></p> <p>Key experiences offered beyond the curriculum and beyond, e.g. Mini Police.</p>	<p>Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school.</p> <p>Experience beyond the school raise aspiration and the desire to achieve (Mini Police has allowed children to fulfil 'work experience' at a very young age).</p>	4 & 5

<p>Enrichment threaded throughout the school curriculum designed to enhance cultural capital.</p> <p>Extra-curricular activities.</p>		
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: 225,000.00

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.

Positive feedback was received from Ofsted. Importantly, noting that the curriculum gave all children equal opportunity to succeed: *Leaders ensure that the curriculum is equally ambitious for disadvantaged pupils and those with SEND. Reading is championed by leaders and flows through the range of curriculum subjects to further enhance learning. Pupils achieve well across the curriculum.*

Of equal importance, it was also recognised that the needs of SEND pupils are strongly met with positive outcomes: *Pupils with SEND have their needs identified quickly and accurately by leaders. Leaders with responsibility for SEND are tenacious in quickly securing the extra support that pupils may need. Leaders ensure pupils with SEND learn the same curriculum as their classmates and achieve well. Leaders ensure that pupils with SEND are included in all aspects of school life.*

In 2023 the progress of pupil premium pupils compared favourably with both internal and national averages:

Yr1-Yr6	Reading Attainment	Reading Progress	Writing Attainment	Writing Progress	Maths Attainment	Maths Progress
Whole school	81%	89%	76%	86%	78%	82%
PP	72%	89 %	67%	79%	72%	81%

The NELI project produced excellent results with children showing rapid progress which has supported their progress within class.

Key assessment points showed positive outcomes. Phonics continues to be strong. 81 % of pupil premium pupils achieved the expected standard in Year 1. 90% of Year 2 pupil premium pupils have now achieved the standard.

At Key Stage 2, targets were met with our pupil premium cohort (without an EHCP) achieving the national average and school target of 70% or above.

Overall attendance in 2022/3 was extremely disappointing. However, the difference between pupil premium and non-pupil premium pupils is not significant. This is ongoing whole school (and indeed, national) issue

	Pupils in group	Attendances	Authorised Absence	Unauthorised Absence	Late Before	Late After
Pupil Premium	185	88.94	7.37	3.69	2.76	0.36
Not Pupil Premium	216	92.90	5.48	1.62	1.04	0.08

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our work with the MHST is positive and we continue to build on this good work.

Overall, the school is on track to fulfil the intended outcomes within our 2021-25 strategy plan, whilst cautiously recognising that cohorts differ.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Particularly successful and popular within our setting is the Mini Police project run in collaboration with Merseyside Police.

Planning, implementation, and evaluation

We have used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Importantly, we try to take account of pupil and parent voice where possible. For example, pupil voice shows clearly that children in this setting are motivated by rewards and treats.