

## The Hesse Academy

### Pupil Premium Strategy Statement Primary Phase



# THE HESSLE ACADEMY

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged learners.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

#### School overview

Detail	Data
Academy name	Penshurst Primary School
Number of learners in the academy	FS1 - Y6 479
Proportion (%) of pupil premium eligible learners	23.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Michelle Preston
Pupil premium lead	Claire Davies
Governor / Trustee lead	Dean Grainger

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,880
<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	£156,880

## Part A: Pupil premium strategy plan 2024-2027

### Statement of intent

The academy draws on research and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged learners to achieve the highest levels. Our Pupil Premium spend is divided into four areas: Attendance; Quality First Teaching; Targeted Support and Early Help.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance: Consistent attendance remains a significant issue, affecting learners' ability to fully engage with their education, and causing disruptions in their learning continuity.
2	Family circumstances: Complex family situations often necessitate Early Help and intervention, addressing needs relating to behaviour and safeguarding. These circumstances can have a profound impact on learners' emotional and academic wellbeing.
3	Specific learning barriers: Many learners face challenges in key learning areas such as vocabulary, number and reading. These barriers can hinder their overall academic progress and limit their opportunities for future success.

### 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 learners attend school with regularity	Attendance of our Disadvantaged has improved year on year, narrowing the gap. <b>See the School Development Plan for Milestones</b>
Disadvantaged learners are increasingly regulating their own behaviours.	50% reductions in suspension and behaviour incident logs for the Disadvantaged cohort.
To improve outcomes for Disadvantaged learners	The gap in outcomes between DA cohort and non-DA cohort has narrowed across the key academic measures. <b>See the School Development Plan for Milestones</b>

### Activity in this academic year

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

### Attendance

Attendance of our learners is a vital ingredient in improving their attainment and personal development. We know that when learners have good attendance (95%+) at our school they leave with positive outcomes. Whilst Quality First Teaching (Priority 2) is the key ingredient of a successful school, to benefit from this, learners need to be in school, hence the need to prioritise attendance as our number one focus.

#### Budgeted cost: £20,300

Activity	Costing	Challenge number(s) addressed
Building an Attendance Team: Forming a dedicated group of attendance professionals to implement strict absence procedures. This includes recording reasons for absence, managing holiday requests, making absence related phone calls and handling correspondence and legal documentation relating to attendance protocols. <a href="#">Parental Engagement, Improving School Attendance</a>	£13,800 (Attendance Team)	1
Sports coaching: Organising sports coaching to run lunch and after school clubs, encouraging learners to attend school regularly and fostering a positive school culture. <a href="#">Sports Coaching Impact</a>	£6,500 (Sports Coach)	1:2
Thrive approach: Implementing the Thrive approach to support learner wellbeing, aiming to improve outcomes, attendance, and behaviour through targeted support and interventions. <a href="#">Social &amp; Emotional Learning</a>	Trust Funded	1:2

### Quality First Teaching (for example, CPD (Continued Professional Development), recruitment and retention)

Spending on improving teaching might include professional development, training, and support for early career teachers (ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

#### Budgeted cost: £20,492

Activity	Costing	Challenge number(s) addressed
Quality First provision oversight: Allocating leadership time to ensure the quality of teaching and learning through the trust-wide Teaching and Learning framework. This involves verifying that the curriculum is appropriate and effective. Additionally, providing mentoring and coaching support for teachers who are not meeting the needs of all of their learners, arranging best practice modelling, and organising and facilitating continued professional development. <a href="#">Leadership for Learning</a>	£10,692 (Assistant Headteacher time)	3
SENDCo Quality First Provision Support: Allocating leadership time to ensure the quality of teaching and learning through the lens of SEND (Special Educational Needs and Disabilities). This includes verifying that SEND plans are followed and that teachers are adapting the curriculum to meet the needs of all learners.	£7,000 (SENDCo support)	3

Additionally, providing mentoring and coaching support for teachers who need assistance, arranging best proactive modelling, and organising and facilitating continued professional development. <a href="#">Teaching Assistant Interventions, Inclusive Education</a>		
Reading Classroom Support: Implementing strategies such as Rith Miskin training for Phonics and Early Reading, along with the purchase of Reading Plus, which is used during Keys Stage 2 English curriculum time to enhance vocabulary knowledge, reading speed and comprehension. <a href="#">Small Group Tuition, Reading Comprehension Strategies, Phonics</a>	£1,800 (CPD) £1,000 (Reading Plus software)	3

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

### Budgeted cost: £55,190

Activity	Costing	Challenge number(s) addressed
Smaller class sizes in Year 6: During morning sessions, senior leaders are deployed to teach small groups of Year 6 learners, preparing them for their statutory assessments. Additionally, support staff members join in the afternoon to further assist. These sessions concentrate on Reading, vocabulary acquisition and arithmetic (number). <a href="#">Reducing Class Size, Small Group Tuition</a>	£27,000 (staff deployment costs)	3
Writing intervention: Various staff members are deployed to deliver writing interventions across the school, aiming to increase the number of learners meeting the required standards. These interventions focus on effectively using learners' vocabulary knowledge to enhance their writing skills. Additionally, the Fresh Start intervention targets phonics acquisition and application in Years 3 and 4, providing tailored support to improve Literacy skills. <a href="#">Small Group Tuition</a>	£16,350 (staff deployment costs)	3
EHCP staffing: Pupil Premium funds are used to enhance the staffing time dedicated to learners with Education, Health and Care Plans who also receive Pupil Premium funding. At the time of writing, this impacts 8 of our 18 learners with EHCPs. <a href="#">Individualised Instruction, Teaching Assistant Intervention</a>	£11,840 (Teaching Assistant deployment)	3

### Early Help (for example, related to behaviour and wellbeing)

Wider Help relates to the most significant non-academic barriers to success in school, including, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

**Budgeted cost: £60,550**

Activity	Costing	Challenge number(s) addressed
DEN provision: A social and emotional program designed to support learners throughout the school with proactive strategies. This includes classroom support, SEMH (Social, Emotional & Mental Health) intervention sessions, and comprehensive family support, including Early Help and safeguarding referrals. <a href="#">EEF Behaviour Interventions, Social &amp; Emotional Learning</a> ,	£42,550 (DEN staff and DSL)	1:2
Local Authority Behaviour Support: Assistance from the Local Authority Behaviour Officer, who visits weekly to work with our 5 learners with the highest behavioural needs. <a href="#">EEF Behaviour Interventions</a>	£3,000 (SLA)	2
Strategic behaviour oversight: Leadership time dedicated to completing behaviour impact analysis, investigating trends and emerging issues, meeting with staff 1:1 to deploy DEN resources accordingly, completing DEN staff supervision, and chairing weekly Learner Risk Register Meetings. <a href="#">EEF Behaviour Interventions, Social &amp; Emotional Learning</a>	£15,000 (SH deployment)	1:2

**Total budgeted cost 2024-27: £ 156,532**

**Part B: Pupil premium strategy outcomes in the previous year**

This details the impact that our pupil premium activity had on learners in the 2024 to 2025 academic year.

<b>Attendance support 2024-25</b>	
<b>Impact</b>	<b>Lessons Learned</b>

<b>Quality First Teaching support 2024-25</b>	
<b>Impact</b>	<b>Lessons Learned</b>

<b>Targeted academic support 2024-25</b>	
<b>Impact</b>	<b>Lessons Learned</b>

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<b>Early Help support 2024-25</b>	
<b>Impact</b>	<b>Lessons Learned</b>