

Pupil premium strategy statement – Hampton Dene Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	18.63% (49)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (2025-2028)
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	E Kearns Headteacher
Pupil premium lead	R Legdon
Governor / Trustee lead	P Brown, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,155
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£64,155

Part A: Pupil premium strategy plan

Statement of intent

Hampton Dene is committed to supporting all pupils to ensure that, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal including progress for those who are already high attainers or have an EHCP.

We recognise that not all pupils enjoy the same advantages in life and some will have barriers to their learning which come with experiencing levels of disadvantage. We also appreciate that some vulnerable pupils such as those with a social worker and young carers face further challenges. As a school community, we are focussed on removing as many of these barriers as possible and giving pupils every opportunity we can to thrive emotionally and academically, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

There is no 'one size fits all' plan and therefore our approach will be responsive to common challenges and individual needs and be responsive and reflective. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- robustly monitor the impact of our strategies/approaches and adapt them in a timely manner if they lack impact (EEF Pupil Premium Guide – Developing and Effective Pupil Premium Strategy)

Challenges

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

Challenge number	Detail of challenge
1	Our assessments including observations, questionnaires (pupils, staff and parents) have identified we have pupils and parents with significant social, emotional and mental health needs including children with diagnosed and undiagnosed attachment difficulties. This is impacting on their ability to fully access their learning. Staff/Parent referrals for support for these pupils is high and these pupils require additional support with their SEMH needs through TA support in class, the ELSA programme, Play Therapy and additional outside agencies. This corresponds with their academic outcomes.
2	We continue to have a high proportion (38%) of pupils who received pupil premium also having an EHCP. It is also significant that 62 % of pupils who receive pupil premium are also on the SEND register.
3	Service Children Target 1 – Emotional Wellbeing & Stability To develop strategies that help the child manage changes linked to parental deployment or movement, enabling them to remain settled, focused and ready to learn. Target 2 – Social Connection To increase the child's sense of belonging in school by developing positive peer relationships and regular engagement in school-based clubs or group activities. Target 3 – Academic Focus and Confidence To maintain consistent progress in core subjects by supporting the child through transitions and any periods of parental absence. Target 4 – Organisation & Independence To help the child develop routines for organisation (homework, reading, equipment) so that periods of family change or deployment do not impact learning.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their reading skills and on entry to school have poorer writing skills.
5	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1.9% lower than for non-disadvantaged pupils. There was a higher percentage of persistent absenteeism in our disadvantaged pupils to non-disadvantaged pupils (3.3%). Our

	assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our disadvantaged pupils had a higher percentage of late marks compared to our non-disadvantaged pupils – our assessments and observations showed that these pupils took longer to be ready for their learning.
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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
Support our pupils and families who have social, emotional and mental health needs so that they can enjoy full access to the curriculum and make good progress.	Improved and sustained levels of wellbeing by 2025/26 will be demonstrated by a range of sources including: • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with at home • In school there will be an increase in participation in enrichment activities, such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	Phonic outcomes in 2025-2026 show that more than 75% of disadvantaged pupils met the expected standard in the mainstream and 50% in the LCC. Pupils in the LCC make good progress in their phonics.
	KS1 reading outcomes in 2025-2026 show that more than 75% of disadvantaged pupils met the expected standard in the mainstream and 50% in the LCC. Pupils in the LCC make good progress in their reading.
	KS2 reading outcomes in 2025-2026 show that more than 75% of disadvantaged pupils met the expected standard in the mainstream. Pupils in the LCC make good progress in their reading.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025-2026 show that more than 75% of disadvantaged pupils met the expected standard in the mainstream. Pupils in the LCC make good progress in their Maths
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance by 2025-2026 demonstrated by: • the overall attendance of all pupils being 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. A focus on improving the attendance on persistent absenteeism.

our disadvantaged pupils.	Percentage of pupils being late having no significant difference between disadvantaged and non-disadvantaged pupils Working together to improve school attendance (applies from 19 August 2024)
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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: £ 35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,4
Improve the provision of support	It is well documented that supporting the whole child's wellbeing and not just their cognitive ability	1

for children with SEMH needs.	will support them to make accelerated progress and also develop key life skills that are more tricky to measure such as resilience which are key to developing successful learning behaviours. EEF - Social and Emotional Learning interventions have a positive impact and lead to 4+months additional progress (Toolkit) EEF also suggests that Behaviour Interventions when targeted 1:1 can improve progress by +4 months a year (Toolkit) 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Supporting parents to engage with school, even if to just access help at home supports pupil progress. Developing, supporting the mental wellbeing of the whole family unit helps pupils to feel safe and happier in school. EEF - Parental engagement 4+months additional progress in a year (Toolkit)	
Fortnightly CPD sessions for support staff.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD.	1-6
Improve writing	We aim to improve the writing attainment of our Pupil Premium pupils so that, by the end of the academic year, the proportion working at or above age-related expectations in writing increases. To achieve this, we will provide targeted small-group and 1:1 support focusing on sentence structure, grammar, punctuation, and vocabulary development. Teachers will use regular assessments and work analysis to identify gaps and tailor interventions. Pupils will also receive	4

	timely feedback and opportunities for self- and peer-assessment to develop their editing and writing skills. Progress will be monitored termly, with success measured through improved outcomes in writing assessments, classroom tasks, and evidence of increased confidence and engagement in writing activities. The writing framework	
Service children	Enrichment activities offer children from forces families opportunities to build confidence, develop new skills, and strengthen social connections. These can include educational trips to museums, theatres, or outdoor learning sites, participation in sports, arts, or music clubs, and engagement in STEM activities such as coding workshops, science clubs, or robotics projects. Complementing this, family engagement initiatives—such as workshops for parents and carers on homework support, emotional resilience, and school transitions, as well as family activity days—help promote strong family bonds, particularly during periods of parental deployment. Pupil-Premium-resource-evidence-brief.pdf	4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	3
Tutoring Programme A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £15,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND/CO/Staff Member to attend ARC conference on Attachment Whole staff training on Attachment Disorders/Difficulties led by EP Policies and school ethos to reflect an attachment aware approach – Relational Behaviour Policy Application to gain Silver status for ARC on becoming a trauma informed and attachment aware school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
CPD on mental health	‘Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor.’ www.acamh.org	1
Life Skills/Hampton Dene Discoverers Curriculum	Improved confidence, resilience, relationships and social and emotional skills were most apparent in terms of outcomes for those benefitting from provision. (DfE Process Evaluation of essential Life Skills Programme 2021)	1
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 65,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Our breakfast club for our disadvantaged pupils continued in 2024-2025 and many of the children accessed it initially but as the year went on, some felt they did not to attend anymore but liked to know the option was there for a soft landing first thing if needed. as well as for other pupils identified. This has lowered anxieties and aided transitions for these pupils. It has also supported punctuality for identified pupils.
- Trained four additional ELSAs to support pupils in school. Disadvantaged pupils are prioritised for this support.
- There was an increase in participation of enrichment activities by disadvantaged pupils.
- Our Mental Health First Aid Leader implemented a whole school approach to support pupils and staff. We received a Mental Health and Wellbeing Award in September 2024 for the work completed.
- We cannot compare end of KS2 data for disadvantaged and non-disadvantaged pupils as there were too few children to make a relevant comparison. One of the children successfully transitioned from the LCC to mainstream during Y4 which was really positive and has moved onto a mainstream secondary school.
- Maths lead worked collaboratively with Maths hub and other subject leads to support consistent mastery approach and implementation across school.
- There is no remarkable difference in attendance for disadvantaged and non-disadvantaged pupils.
- School awarded a Bronze ARC Award for becoming a trauma informed and attachment aware school after completing work over the past two years. Working towards achieving Silver award. Further whole-school training has been delivered to staff throughout the year.

Outcomes for 2024-2025

KS2 Mainstream Only (2 children)

Reading 50% EXS

Writing 50% EXS

Maths 50% EXS

KS2 Whole School (2 children)

Reading 50% EXS

Writing 50% EXS

Maths 50% EXS

Y2 Phonics Screening Resit Mainstream Only (2 children)

100% achieved the pass mark

Y2 Phonics Screening Resit Whole School (5 children)

40% achieved the pass mark

Y1 Phonics Screening Mainstream Only (4 children)

75% achieved the pass mark

Y1 Phonics Screening Whole School (7 children)

43% achieved the pass mark

EYFS Good Level of Development Mainstream Only (1 children)

N/A

EYFS Good Level of Development Whole School (2 children)

N/A

We also provided an enrichment programme for our disadvantaged pupils. It gave the pupils experiences that their parents struggled to afford and exposes them to new opportunities. This supported their SEMH needs also as it provided excellent learning opportunities outside the classroom and gave pupils a chance to build the confidence and resilience to cope with new environments and settings. Pupils got the chance to socialise and develop problem solving skills. This supported these pupils so that their work completed back in school was not hindered by their lack of outer school experiences.

Many of our disadvantaged pupils received play therapy and their attendance increased throughout the course of the academic year. We also worked with our attendance officer to improve the attendance for these children as well as employing TAs to start work at 8:30am so they could 'meet and greet' our children in the morning to further reduce any anxiety – especially our children with additional needs. Feedback from pupils and parents as well as observations indicates that this has had a positive impact on the pupil's behaviours and learning throughout the day.

Externally provided programmes

Programme	Provider
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Elsa	Hampton Dene Primary School
NELI	Hampton Dene Primary School

Further information (optional)

Additional activity:

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Pupils have additional pastoral support, when their parents/carers are deployed. They are offered weekly sessions to talk to someone about their feelings write cards and notes for parents to see when they come home through ELSA programme.

The impact of that spending on service pupil premium eligible pupils

Teachers' observed improvements in well being. Parents and carers left at home enjoyed the regular contact from school when partners are away. Assessments demonstrated improvements in English and Maths when extra support was provided.