



Hannah Ball Academy

Pupil Premium Strategy Statement: 2024-2026

This statement details our school's use of pupil 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	183
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lorraine Machingauta, Principal
Pupil premium lead	Lorraine Machingauta, Principal
Governor / Trustee lead	Bernadette Alison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£81480

Part A: Pupil premium strategy plan

Statement of intent

At Hannah Ball Academy, we are committed to ensuring that all pupils, regardless of their background or the challenges they face, have access to high-quality education and the opportunity to succeed. Our Pupil Premium strategy is designed to address the specific needs of disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND) and those who have a social worker. We recognise that our pupils come from diverse backgrounds, and we strive to create a label-less learning environment that fosters equality and inclusivity.

Core Intentions:

1. **Equitable Opportunities:**

- We believe in providing the same opportunities for all pupils, irrespective of their socio-economic background or starting points. Our aim is to be a cradle for resilient, effective, and confident learners.

2. **High-Quality Teaching:**

- Developing high-quality teaching through effective Continuous Professional Development (CPD) is central to our approach. We focus on areas where disadvantaged pupils require the most support, ensuring that all pupils benefit from exceptional teaching practises.

3. **Targeted Support:**

- Our strategy includes ongoing targeted support through one-to-one conferencing and the appointment of staff to deliver interventions for pupils whose education has been most affected, including non-disadvantaged pupils.

4. **Holistic Development:**

- We prioritise the mental health and physical wellbeing of our pupils, recognising that these factors are crucial for academic success. We aim to cultivate self-regulation and effective learning behaviours among all pupils.

5. **Engagement with Families:**

- We strive to foster strong partnerships with families, ensuring they are supported and engaged in their children's education. We believe that family involvement is vital in promoting positive attitudes towards learning.

6. **High Expectations for All:**

- Our expectations are high for every pupil, regardless of prior attainment. We aim for all pupils to make good progress and achieve the expected standards in reading, writing, and maths by the end of Key Stage 2.

Ultimate Objectives for Disadvantaged Pupils:

- **Good Mental Health and Wellbeing:** Ensure all pupils have access to mental health resources and support systems.
- **Improved Attendance and Punctuality:** Implement strategies to enhance attendance rates and reduce persistent absenteeism.
- **Self-Regulation and Effective Learning Behaviours:** Foster skills that enable pupils to manage their learning effectively.
- **Academic Achievement:** Increase the number of pupils achieving the expected standards in reading, writing, and maths.

- **Family Support and Engagement:** Strengthen the relationship between families and the school to enhance educational outcomes.
- **Sustained High Expectations:** Maintain a culture of high expectations, encouraging all pupils to strive for excellence.

Through our Pupil Premium strategy, we are dedicated to closing the attainment gap and ensuring that all pupils at Hannah Ball Academy can thrive academically and personally. We will continually review and adapt our approaches based on the needs of our pupils, ensuring that our strategies are effective and impactful.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Reading</p> <ul style="list-style-type: none"> • Challenge: Disadvantaged pupils, including those in Key Stage 2 (KS2), generally experience greater difficulties with phonics compared to their peers. This challenge adversely affects their development as readers. • Impact: By the time pupils reach KS2, both internal and external assessments indicate that disadvantaged pupils are falling further behind. They often struggle with understanding more complex vocabulary, which hinders their comprehension skills and the effective use of decoding strategies.
2	<p>Vocabulary Development</p> <ul style="list-style-type: none"> • Challenge: Assessments, observations, and discussions reveal that many disadvantaged pupils exhibit underdeveloped oral language skills and vocabulary gaps. • Impact: These gaps are evident from Reception through to KS2 and are more pronounced among disadvantaged pupils compared to their peers, limiting their ability to engage with the curriculum effectively.
3	<p>Language and Communication Skills</p> <ul style="list-style-type: none"> • Challenge: Many pupil premium-eligible pupils enter school with below-typical language and communication skills, which inhibits their progress across the curriculum.

	<ul style="list-style-type: none"> ● Impact: This challenge is often compounded by a lack of parental engagement in education. For instance, some pupils may not have attended a previous educational setting, may not experience stories or books at home, and may receive little to no parental support with homework tasks.
4	<p>Attendance, Persistent Absence, and Lateness</p> <ul style="list-style-type: none"> ● Challenge: Absenteeism is a significant barrier to progress for disadvantaged pupils. Our assessments and observations indicate that these pupils are more likely to experience persistent absence and lateness. ● Impact: Despite efforts to engage pupils in remote learning during lockdown, disadvantaged pupils participated less frequently, which has negatively impacted their educational outcomes.
5	<p>Limited Enrichment Opportunities</p> <ul style="list-style-type: none"> ● Challenge: Observations and discussions with pupils and families reveal that many disadvantaged pupils lack access to enrichment opportunities. ● Impact: National data supports this finding, indicating that approximately 1 in 4 disadvantaged pupils do not participate in any enrichment activities, which limits their social, emotional, and academic development.
6	<p>Well-being, Mental Health, and Safeguarding</p> <ul style="list-style-type: none"> ● Challenge: Many disadvantaged pupils face social and emotional challenges, exacerbated by a lack of enrichment and socialisation opportunities during and after school closures. ● Impact: These issues significantly affect their well-being and mental health, which in turn impacts their academic attainment and overall school experience.

Intended Outcomes

<p>Communication, Language, and Literacy Skills</p>	<ul style="list-style-type: none"> ● Exit Assessments: 70% of pupil premium (PP) children exit Reception with communication, language, and literacy skills in line with their peers, as measured by the Early Years Foundation Stage Profile (EYFSP). ● Parental Engagement: Increase parental attendance at school events and workshops by 50% throughout the academic year, as tracked through event registers. ● Feedback Surveys: At least 80% of parents report feeling more confident in supporting their children's learning at home, as measured by end-of-year surveys.
<p>Enhanced Vocabulary Development</p>	<ul style="list-style-type: none"> ● Oral Language Development: At least 80% of disadvantaged pupils show improvement in oral language skills as assessed through targeted assessments. ● Vocabulary Gap Closure: Disadvantaged pupils close the vocabulary gap with their peers by at least 15% over the academic year.
<p>Progress Rates in Reading, Writing, and Maths</p>	<ul style="list-style-type: none"> ● Tracking Data: 75% of PP pupils demonstrate sustained or accelerated progress in Reading, Writing, and Maths, achieving at least 2 sub-levels of progress over the academic year. ● Attainment Comparison: The attainment of PP pupils in Reading, Writing, and Maths meets or exceeds the national average, as indicated by internal tracking data and external assessments. ● Gap Reduction: The gap in progress between PP and non-PP pupils narrows by at least 10% in all core subjects by the end of the academic year.
<p>Increased Attendance Rates</p>	<ul style="list-style-type: none"> ● Attendance Data: Achieve an overall attendance rate of 95% for PP pupils, with a reduction in persistent absence rates by at least 50% compared to the previous academic year. ● Gap Closure: The gap in attendance rates between PP and non-PP pupils decreases by at least 5% by the end of the academic year. ● Impact on Attainment: Monitor and demonstrate a correlation between improved attendance rates and increased attainment/progress data for PP pupils.
<p>Phonics Check Attainment</p>	<ul style="list-style-type: none"> ● Phonics Check Results: Maintain a three-year upward trend in phonics check attainment, with at least 85% of pupils achieving the expected standard in the Year 1 phonics screening check. ● Year 2 Phonics Resits: At least 90% of pupils who resit the phonics check in Year 2 achieve the expected standard.
<p>Pastoral Support and Mental Health Initiatives</p>	<ul style="list-style-type: none"> ● Support Access: 100% of identified PP pupils receive appropriate pastoral support, including mentoring and access to outside agency support where necessary. ● Feedback on Support Services: At least 75% of pupils receiving pastoral support report improved well-being and mental health, as measured by feedback surveys. ● Participation in Activities: 80% of PP pupils participate in extracurricular clubs, trips, and residential activities, supported by financial assistance where needed.

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: £41,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and ongoing bespoke CPD on using Roseshine's Principles of Instructions	This will further improve pedagogy across the school which will improve the quality of teaching and learning and as a result improve pupil outcomes.	1,2,3,4,5,6
Implementation of class texts for every pupil to enhance reading provision and improve outcomes.	This year, we will continue to purchase books so that every pupil will have their own copy of the class text to follow and refer to. This will enable children to revisit vocabulary, themes and devices in their reading lessons.	1,2,3,4,5
Developing Oracy across the Curriculum CPD	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>'Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.' Extract: Assessment and Monitoring Pupil Progress- Education Endowment Foundation)</p>	1, 2, 3, 4, 5 , 6
Phonics Workshops for parents (Parental Engagement)	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. (Teaching and Learning Toolkit Education Endowment Foundation	1,2,3,4,5
Continue to subscribe to a DFE validated phonics programme (Essential Letters and	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	1,2,3

Sounds) and provide training for teachers.	pupils. Train every teacher and teaching assistant in phonics provision. Phonics Toolkit Strand Education Endowment Foundation EEF	
A high quality HLTA has been deployed across KS1 as additional teaching support.	An HLTA has been appointed to assist with teaching, supporting pupils and target individual support as well as deliver interventions. This quality provision enables teachers to identify, assess and plug gaps in learning.	1,2,3,4,5,6
Release time for teaching staff to develop through The Park Federation CPD and National Professional Qualifications.	This academic year we have one teacher accessing the Outstanding Middle Leadership Training programme, one LSA accessing the NPQ HLTA programme and another member of staff on the Level 3 Teaching Assistant course. Investing in the development of staff is one of the greatest levers to improve outcomes for learners.	1,2,3,4,5,6
National College Library Subscription	CPD is prioritised and all staff have access to the National College CPD library. This means all staff can access CPD to improve their knowledge and practice.	1,2,3,4,5,6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended School day in Year 6	Programmes to extend the school time have a positive impact on pupil outcomes. In addition to providing extending learning time, it also enables targeted small group interventions and one to one tuition to take place frequently. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. EEF	1, 2 , 3,
ELS Phonics Interventions	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually	1, 2, 3,

	embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
Maths Recovery: Small group/One to One Tuition Mastering Number	This new programme, called “Mastering Number”, is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF	1,2,3,4
Continuing with a 1:1 conferencing programme for all PP children following assessment points every term with their class teacher using the principles of pupil book study.	Providing feedback is well-evidenced and has a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. The average impact of high-quality oral feedback is an additional 7 months progress over a school year. Feedback Toolkit Strands Education Endowment Foundation EEF	1,2,3,6
Appointment of a HLTA to focus on providing 1:1 and small group interventions to enable children to catch up	Small group tuition has an average impact of four months’ additional progress over the course of a year. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Additional small group and 1:1 support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. Small Group Tuition & One to One Tuition Toolkit Strands Education Endowment Foundation EEF	1,2,3,4
Raise attainment of reading for pupils through the use of ‘VIPERS’ guided reading, Complete Comprehension, and Accelerated reader	<p>Reading comprehension strategies: Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance,</p>	1, 2, 3

	<p>adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <ul style="list-style-type: none"> • Strategies appear effective across primary (+6 months) • Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Source: EEF Teaching and Learning Toolkit</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework resources packs and study guide, and homework clubs</p>	<p>Homework has a positive impact on average 5 + months. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area) (EEF)</p>	<p>1, 2, 3, 4, 5</p>
<p>Continue to fund a breakfast club targeted towards disadvantaged families</p>	<p>Breakfast Club is fully funded for our disadvantaged pupils so that they can arrive at school and have a healthy breakfast followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.</p> <p>The EEF guide to the pupil premium, Education Endowment Foundation.</p>	<p>4, 5, 6</p>

Fund a variety of enrichment opportunities & educational visits for disadvantaged children	DfE Evaluation of the Essential Life Skills Programme, 2020 Access to extra-curricular activities in disadvantaged areas improved pupil behaviour, attendance & aspirations in school.	5, 6
Deliver a range of Parent Workshops	The average impact of Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental Engagement Toolkit Strands Education Endowment Foundation EEF	1, 2, 3, 4, 5,
Uniform Support	When required, we provide financial support with school uniform for pupils so that pupils feel included and proud of themselves. This confidence prepares children to engage in their learning and succeed.	4, 5 ,6
Attendance Initiatives	Hannah Ball Academy promotes attendance and regularly teach children about the importance of good attendance. We have implemented a range of initiatives and use funding to continually encourage and celebrate good attendance at school such as short term attendance rewards, certificates and termly rewards.	4,5,6
Residential Trip Opportunity	We will provide a 50% discount to the cost of the residential trip for every PP pupil that would like to attend. This is to enable pupils to develop their team building skills, social skills, resilience, and problem solving and have high quality outdoor learning opportunities.	4, 5

Total budgeted cost: £81, 480

Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

EYFS Good Level of Development

All Pupils	Pupil Premium Pupils
59%	50

Year 1 Phonics Screening

All Pupils	Pupil Premium Pupils
82%	77%

Year 4 Multiplication Tables Check (Mean Average)

All Pupils	Pupil Premium Pupils
24.3	23.8

KS2 (Year 6) SATs

Last academic year (2023-2024) was the third year of KS2 assessments resuming after being paused for two years due to the covid19 pandemic. Now, for the past two academic years, school results have been published nationally, and schools are again able to compare how they performed in comparison to the national averages which have been provided. Disadvantaged pupils achieved well in their end of term assessments and attained above the national average for 'all pupils' in each subject area for the expected standard and the exceeding standard. There was no significant differential between the attainment of disadvantaged pupils and their non-disadvantaged peers. The table below shows how ALL pupils and DIS pupils performed in the 2024 KS2 assessments. There are several areas where disadvantaged pupils have secured higher outcomes than the national average. As a group, disadvantaged pupils performed particularly well across the board for the expected standard and also very well in writing, maths, and grammar at the exceeding standard.

	HBA - ALL	National	HBA - Disadvantaged	National Disadvantaged
Reading EXP+	79%	74%	80%	73%
Reading Greater Depth	46%	28%	50%	33%
Writing EXP+	75%	72%	88%	78%
Writing Greater Depth	14%	13%	13%	16%
Maths EXP+	86%	73%	88%	79%
Maths Greater Depth	39%	24%	13%	29%
Grammar, Punctuation & Spelling EXP+	82%	72%	88%	78%
Grammar, Punctuation & Spelling Greater Depth	64%	32%	50%	37%
Combined EXP+	71%	61%	75%	67%
Combined Greater Depth	11%	8%	0%	10%

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
PiXL Therapies	PiXL