



# Hannah Ball Academy

## Pupil Premium Strategy Statement: 2025-2027

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	177
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025-2027</b>
Date this statement was published	<b>December 2025</b>
Date on which it will be reviewed	<b>December 2026</b>
Statement authorised by	<b>Lorraine Machingauta, Principal</b>
Pupil premium lead	<b>Lorraine Machingauta, Principal</b>
Governor / Trustee lead	<b>Bernadette Alison</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76612
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
<b>Total budget for this academic year</b> <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>	£76612

## 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, make good progress across all subject areas and have the opportunity to succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

#### 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 practices.

3. **Targeted Support:**

- Our strategy includes ongoing targeted support through one-to-one 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><b>Attainment and Progress</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> the percentage Pupil Premium pupils reaching Age Related Expectations is inconsistent across school. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils needs to be addressed.</li> <li>● <b>Impact:</b> Disadvantaged pupils often struggle with understanding more complex vocabulary, which hinders their comprehension skills and the effective use of decoding strategies.</li> </ul>
2	<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> Assessments, observations, and discussions reveal that many disadvantaged pupils exhibit underdeveloped oral language skills and vocabulary gaps.</li> <li>● <b>Impact:</b> 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.</li> </ul>

3	<p><b>Language and Communication Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> Many pupil premium-eligible pupils enter school with below-typical language and communication skills, which inhibits their progress across the curriculum.</li> <li>● <b>Impact:</b> 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.</li> </ul>
4	<p><b>Attendance, Persistent Absence, and Lateness</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> 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.</li> <li>● <b>Impact:</b> Despite efforts to engage pupils in remote learning during lockdown, disadvantaged pupils participated less frequently, which has negatively impacted their educational outcomes.</li> </ul>
5	<p><b>Limited Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> Observations and discussions with pupils and families reveal that many disadvantaged pupils lack access to enrichment opportunities.</li> <li>● <b>Impact:</b> 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.</li> </ul>
6	<p><b>Well-being, Mental Health, and Safeguarding</b></p> <ul style="list-style-type: none"> <li>● <b>Challenge:</b> Many disadvantaged pupils face social and emotional challenges, exacerbated by a lack of enrichment and socialisation opportunities during and after school closures. Some of our children and families have challenges with routines, mental health, managing emotions and managing finances. The cost of living crisis has compounded this for some of our families.</li> <li>● <b>Impact:</b> These issues significantly affect their well-being and mental health, which in turn impacts their academic attainment and overall school experience.</li> </ul>

## 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.*

<p><b>Communication, Language, and Literacy Skills</b></p>	<ul style="list-style-type: none"> <li>● <b>Exit Assessments:</b> 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).</li> <li>● <b>Parental Engagement:</b> Increase parental attendance at school events and workshops by 60% throughout the academic year, as tracked through event registers.</li> <li>● <b>Feedback Surveys:</b> At least 80% of parents report feeling more confident in supporting their children's learning at home, as measured by end-of-year surveys.</li> </ul>
<p><b>Enhanced Vocabulary Development</b></p>	<ul style="list-style-type: none"> <li>● <b>Oral Language Development:</b> At least 80% of disadvantaged pupils show improvement in oral language skills as assessed through targeted assessments.</li> <li>● <b>Vocabulary Gap Closure:</b> Disadvantaged pupils close the vocabulary gap with their peers by at least 15% over the academic year.</li> </ul>
<p><b>Progress Rates in Reading, Writing, and Maths</b></p>	<ul style="list-style-type: none"> <li>● <b>Tracking Data:</b> 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.</li> <li>● <b>Attainment Comparison:</b> 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.</li> <li>● <b>Gap Reduction:</b> 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.</li> </ul>
<p><b>Increased Attendance Rates</b></p>	<ul style="list-style-type: none"> <li>● <b>Attendance Data:</b> 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.</li> <li>● <b>Gap Closure:</b> The gap in attendance rates between PP and non-PP pupils decreases by at least 5% by the end of the academic year.</li> <li>● <b>Impact on Attainment:</b> Monitor and demonstrate a correlation between improved attendance rates and increased attainment/progress data for PP pupils.</li> </ul>
<p><b>Phonics Check Attainment</b></p>	<ul style="list-style-type: none"> <li>● <b>Phonics Check Results:</b> 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.</li> <li>● <b>Year 2 Phonics Resits:</b> At least 90% of pupils who resit the phonics check in Year 2 achieve the expected standard.</li> </ul>
<p><b>Pastoral Support and Mental Health Initiatives</b></p>	<ul style="list-style-type: none"> <li>● <b>Support Access:</b> 100% of identified PP pupils receive appropriate pastoral support, including mentoring and access to outside agency support where necessary.</li> <li>● <b>Feedback on Support Services:</b> At least 75% of pupils receiving pastoral support report improved well-being and mental health, as measured by feedback surveys.</li> <li>● <b>Participation in Activities:</b> 80% of PP pupils participate in extracurricular clubs, trips, and residential activities, supported by financial assistance where needed.</li> </ul>

## 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: £39,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Training and ongoing bespoke CPD on using Roseshine Principles and Metacognition Strategies</b>	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
<b>Refine Whole Class Reading model (WCR) and the teaching of comprehension in Y2 – Y6.</b>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF</p> <p>We will also use Accelerated Reader and we are taking part in the National Literacy National Year of Reading initiative to encourage reading for pleasure.</p>	1,2,3,4,5
<b>Developing Oracy across the Curriculum CPD</b>	<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> <p>Teaching and supporting staff will undertake Tongue Fu Talking Oracy training.</p>	1, 2, 3, 4, 5 , 6

<b>Phonics &amp; Reading Workshops for parents (Parental Engagement)</b>	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
<b>Continue to subscribe to a DFE validated phonics programme (Essential Letters and Sounds) and provide training for teachers.</b>	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. Train every teacher and teaching assistant in phonics provision. Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3
<b>A high quality HLTA has been deployed across EYFS and KS1 as additional teaching support.</b>	An HLTA assists 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
<b>Release time for teaching staff to develop through The Park Federation CPD and National Professional Qualifications.</b>	This academic year we have one senior leader accessing the NPQH (National Professional Qualification for Headship) Training programme, two teachers accessing the NPQSL (National Professional Qualification for Senior Leaders) programme and another teacher on the NPQLT (National Professional Qualification for Leading Teaching) programme.  Investing in the development of staff is one of the greatest levers to improve outcomes for learners.	1,2,3,4,5,6
<b>National College Library Subscription</b>	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: £17,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Extended School day in Year 6</b>	Programmes to extend the school time have a positive impact on pupil outcomes. In addition to providing extended 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	1, 2, 3,

	<p>well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>EEF</p>	
<b>ELS Phonics Interventions</b>	<p>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 embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1, 2, 3,
<b>Maths Recovery: Small group/One to One Tuition Mastering Number</b>	<p>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</p>	1,2,3,4
<b>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.</b>	<p>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</p>	1.2,3,6
<b>Appointment of a HLTA to focus on providing 1:1 and small group interventions to</b>	<p>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</p>	1,2,3,4

<b>enable children to catch up</b>	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	
<b>Raise attainment of reading for pupils through the use of Complete Comprehension, and Accelerated Reader</b>	<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, 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"> <li>o Strategies appear effective across primary (+6 months)</li> <li>o Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</li> </ul> <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><b>Source: EEF Teaching and Learning Toolkit</b></p>	1, 2, 3

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

Budgeted cost: £20,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Homework resources packs and study guide, and homework clubs</b>	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	1, 2, 3, 4, 5

	<p>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>We will continue to run a weekly free Homework Club for our disadvantaged pupils.</p>	
<p><b>Continue to fund a breakfast club targeted towards disadvantaged families</b></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>	4,5, 6
<p><b>Fund a variety of enrichment opportunities &amp; educational visits for disadvantaged children</b></p>	<p>DfE Evaluation of the Essential Life Skills Programme, 2020 Access to extra-curricular activities in disadvantaged areas improved pupil behaviour, attendance &amp; aspirations in school.</p>	5, 6
<p><b>Funding for a Sport Coach and Music teacher to work with children in small groups after school.</b></p>	<p>This provides opportunities for children to develop team building skills, build self-esteem and take part in a range of different activities during the school day.</p> <p>Greater sports participation in school is associated with higher levels of wellbeing.</p> <p>Sport and Music participation is also a significant predictor of self-belief and mental toughness, key life skills for young people</p>	5,6
<p><b>Deliver a range of Parent Workshops</b></p>	<p>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</p>	1, 2, 3, 4, 5,
<p><b>Uniform Support</b></p>	<p>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.</p>	4, 5 ,6
<p><b>Well-being Social and Emotional Support</b></p>	<p>We will train a dedicated team of Mental Health First Aiders equipped with in-depth knowledge of mental health and the factors influencing wellbeing. Disadvantaged pupils will benefit from a nurturing, inclusive environment</p>	

	alongside access to targeted wellbeing interventions designed to meet their specific needs	
<b>Attendance Initiatives</b>	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
<b>Residential Trip Opportunity</b>	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, problem solving and have high quality outdoor learning opportunities.	4, 5

**Total budgeted cost: £76, 612**

## Review of the previous academic year

### Outcomes for disadvantaged pupils

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

#### Attendance 2024-2025

All Pupils	Disadvantaged Pupils
93%	89.2%

#### EYFS Good Level of Development

All Pupils	Pupil Premium Pupils
65%	75%

#### Year 1 Phonics Screening

All Pupils	Pupil Premium Pupils
91%	75%

#### Year 4 Multiplication Tables Check (Mean Average)

All Pupils	Pupil Premium Pupils
24.7	24.4

#### KS2 (Year 6) SATs

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 2025 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.

	<b>HBA - ALL</b>	<b>HBA -Disadvantaged</b>	<b>National</b>
Reading EXP+	<b>89%</b>	<b>100%</b>	<b>75%</b>
Reading Greater Depth	<b>26%</b>	<b>30%</b>	<b>33%</b>
Writing EXP+	<b>75%</b>	<b>90%</b>	<b>72%</b>
Writing Greater Depth	<b>19%</b>	<b>20%</b>	<b>13%</b>
Maths EXP+	<b>85%</b>	<b>100%</b>	<b>74%</b>
Maths Greater Depth	<b>41%</b>	<b>40%</b>	<b>26%</b>
Grammar, Punctuation & Spelling EXP+	<b>93%</b>	<b>90%</b>	<b>73%</b>
Grammar, Punctuation & Spelling Greater Depth	<b>56%</b>	<b>70%</b>	<b>30%</b>
Combined EXP+	<b>78%</b>	<b>91%</b>	<b>62%</b>
Combined Greater Depth	<b>7%</b>	<b>9%</b>	<b>8%</b>

## 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.*

<b>Programme</b>	<b>Provider</b>
PiXL Therapies	PiXL
Arbor	Arbor
Accelerated Reader	Renaissance
Magma Maths	Magma
Times tables Rock Stars	Maths Circle Ltd

