The Hessle Academy

Pupil Premium Strategy Statement
Primary Phase

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 399
Proportion (%) of pupil premium eligible learners	23.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Kerry Mason
Pupil premium lead	Nicola Loveridge
Governor / Trustee lead	Dean Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,250
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,250

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.
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.

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: £40,200

Activity	Costing	Challenge number(s) addressed
Strengthen the Attendance Team: AHT for behaviour and culture in post 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. Parental Engagement, Improving School Attendance	£13,800 (AHT)	1
ELSA/Nurture Support: Support provided 3 days equivalent, to support learner wellbeing, aiming to improve outcomes, attendance, and behaviour through targeted support and interventions. Social & Emotional Learning	£15,000 (HLTA Support)	1:2
Enrichment opportunities: the introduction of NAPA (Northern Academy of Performing Arts) to provide enrichment on Wednesday and Friday to support attendance through a sense of belonging. Social & Emotional Learning	£11,400	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: £17,692

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 all teachers working alongside the Trust Leader for Teaching and Learning.	£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. Additionally, providing mentoring and coaching support for teachers who need assistance, arranging best proactive modelling, and organising and facilitating continued professional development. Teaching Assistant Interventions,	£7,000 (SENDCo support)	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: £48,190

Activity	Costing	Challenge number(s) addressed
Additional intervention support in Year 6: During morning booster sessions and after school clubs, staff are deployed to teach small groups of Year 6 learners, preparing them for their statutory assessments. These sessions concentrate on Reading, vocabulary acquisition and arithmetic/problem solving and reasoning. Small Group Tuition	£20,000 (staff deployment costs)	3
Reading Classroom Support: Following Little Wandle Phonics and Early Reading scheme, provide small group interventions for phonics and reading and purchase resources. Small Group Tuition, Reading Comprehension Strategies, Phonics. Small Group Tuition	£16,350 (staff deployment costs)	3
EHCP staffing: Pupil Premium funds are used to enhance the staffing time dedicated to 13 learners with Education, Health and Care Plans who also receive Pupil Premium funding. Individualised Instruction, Teaching Assistant Intervention	£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: £41,168

Activity	Costing	Challenge number(s) addressed
Huddle provision: A social emotional and mental health provision to support learners across the school who struggle to regulate emotions/access learning in the mainstream classroom. EEF Behaviour Interventions, Social & Emotional Learning,	£41,168 (Huddle staff, SENDCO time and DSL)	1:2

Total budgeted cost 2026-27: £147,250

Part B: Pupil premium strategy outcomes in the previous year
This details the impact that our pupil premium activity had on learners in the 2025 to 2026 academic year.

Attendance support 2025-26	
Impact	**Lessons Learned**
Attendance Team – Impact was not as impactful as desired so this has been reviewed for what the barriers were. Meetings were a challenge to arrange between the behaviour lead, HHS staff and parents and plans not put in place as swiftly as they could be. Sports coaches impactful when deployed effectively and engage children in purposeful sports. Thrive discontinued as an organisation.	Attendance reviewed and decisions made to ensure PPS staff are able to manage attendance. The introduction of AHT for behaviour and culture will support this. Lunchtime clubs to continue twice a week using funding through sports premium. Behaviour CPD has moved away from Thrive and all staff trained in the use of emotion coaching to support regulation.

Quality First Teaching support 2025-26	
Impact	**Lessons Learned**
Coaching is still an area that needs development, staff with the ability to take on this role have been highlighted. Staff development and CPD to be highlighted and staff who want to progress given the opportunities. SENDCO employed at Penshurst full time, who undertook the accreditation training. Impact has been observed in the number of referrals made. Case sampling has demonstrated that staff are developing an understanding of how to support learners in class and staff are able to support learners using emotion coaching Reading classroom support: Year 6 outcomes in 2026 were 73% National and 28% greater depth which is just below the national results. Phonics at 77% was an improvement on initial predictions but still below national.	Coaching, when used consistently is an effective for of CPD. The trust has recognised this and invested money into this through teaching walkthrus. Full implementation of this will commence academic year 26/27 support by Trust Primary leader for teaching and learning. In class provision needs to be developed further using effective scaffolding and the importance of CPDL in this area is recognised and intended to continue. A new phonics scheme has been decided upon, working in conjunction with the English Hub. Implemented in 26/27 it intends to have a positive impact on closing the phonics gaps throughout the school and supports reading fluency.

Targeted academic support 2025-26	
Impact	**Lessons Learned**
Following the limited impact of smaller class sizes in Year 6, the school adopted a revised approach focused on Quality First Teaching (QFT). All pupils remained in the classroom, with teachers delivering high-quality, inclusive teaching that targeted the top end while scaffolding for those who need additional support. Impact was observed, however needs strengthening.	Consistency needs to be in place and finely tuned tweaks to lessons in place to ensure we are closing the gaps quicker. The use of question level analysis from our new assessment system will support this as well as focus all interventions in place.
Writing interventions: Results in KS2 SATs remain significantly below National averages in this area and as a result will be a focus for CPD training next training for all year groups and all learners.	Writing CPD to build confidence in assessing writing is necessary along with thorough data discussions and closer monitoring. As a result, will become a focus on the school development plan.
EHCP staffing: Pupil Premium has had a positive impact on learner support through staffing appropriately.	Continue with the finely tuned staffing timetables, seeking out ways to be pro-active in support

Early Help support 2025-26	
Impact	**Lessons Learned**
At times last year the Den became a place where pupils came but didn't always learn. This year due to two high needs learners it hasn't always been productive, and there are children that really need access to it to ensure that they are supported in their learning, however plans are in place to ensure a focus on this.	The Den had a re-brand and became the Huddle Hub to support higher needs learners. In addition CPD enabled staff to support children better to stay in their classes and also support regulation quicker so they can learn.
Local Authority Behaviour Support: The BSA worked with a number of our pupils and supported staff with some strategies to strengthen the behaviour across the school.	The Behaviour support team are no longer working with the school. The newly appointed Headteacher and Primary Lead SENDCO has specialist knowledge of SEMH needs and is able to provide this support.
The strategic approach to behaviour has significantly strengthened the school's ability to monitor and respond to behaviour concerns. Weekly analysis has enabled early identification of patterns and trends, allowing timely and targeted interventions that prevent	De- escalation. Proactive engagement with staff, pupils, and parents has improved collaboration and consistency in behaviour management, fostering a more positive school culture.

Fortnightly risk register meetings provide the Senior Leadership Team (SLT) with a comprehensive overview of current issues relating to behaviour, attendance, safeguarding, and SEND.	The fortnightly risk register meetings have ensured that the Senior Leadership Team remains well-informed, enabling data-driven decisions that address emerging issues promptly. This requires strengthening to ensure a structured approach to discussing all vulnerable pupils with a safeguarding lead, considering behaviour and attendance trends.