

# Pupil premium strategy statement – Hailsham Academy (Primary)

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	411 (4 –10 year olds)
Proportion (%) of pupil premium eligible pupils	21% (86 students)
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> )	2024/25 – 2026/27
Date this statement was published	November 2024
Date on which it was reviewed	November 2025
Statement authorised by	Tom Redman (Headteacher)
Pupil premium lead	Tom Redman (Headteacher)
Governor link	Theresa Phillips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128775
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£

## Part A: Pupil premium strategy plan

### Statement of intent

At Hailsham Academy, we are committed to providing the best educational experiences and outcomes for all students, regardless of their background. Our Pupil Premium strategy is designed to support disadvantaged pupils in achieving their full potential and closing the gap in attainment. We believe that all students deserve an ambitious and challenging curriculum that prepares them for success in their chosen career or education journeys. Our strategy focuses on improving attendance, behaviour, and academic outcomes through targeted interventions, early identification of needs, and a strong emphasis on social and emotional well-being.

Our strategy is built on four key principles (**EASE**):

**Equity:** HCC is committed to ensuring that all students, regardless of their background, have equal access to opportunities and resources. We believe that every child deserves a fair chance to succeed, and our strategy is designed to support disadvantaged pupils in achieving their full potential and high levels of social mobility.

**Aspiration:** We believe that all students, including disadvantaged pupils, benefit from a rigorous and aspirational curriculum. By setting high expectations, we encourage students to reach their full potential and develop the resilience and determination needed to succeed.

**Support:** We recognise that disadvantaged pupils may face unique challenges that can impact their learning. Our strategy focuses on providing targeted support to address these needs, including small-group intervention, pastoral support, access to enrichment and additional resources.

**Excellence:** We strive to provide a high-quality education that prepares students for success in their chosen career or education journeys. Our curriculum is ambitious and challenging, designed to stimulate critical thinking, problem-solving, and creativity.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance of disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>Disadvantaged children had an average attendance of 93.4% in 2023/24 compared to 95.2% for the whole primary phase.</li> </ul>
2	<p><b>Low English levels of disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>70% of our disadvantaged children achieved the English ELGs compared to 80% of our non-disadvantaged children.</li> <li>74.6% of our disadvantaged children passed the Phonics screening compared to 84.7% of the whole cohort.</li> <li>73.7% of our disadvantaged children achieved ARE at the end of KS1 in Reading compared to 76.7% of the whole cohort.</li> </ul>
3	<p><b>Low Maths levels of disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>78.2% of our disadvantaged children achieved the Maths ELGs compared to 83.3% of our non-disadvantaged children.</li> <li>73.7% of our disadvantaged children achieved ARE at the end of KS1 in Reading compared to 78.9% of the whole cohort.</li> </ul>
4	<p><b>Differential learning loss due to school closures and pandemic response</b></p> <p>Evidence has shown that disadvantaged children were disproportionately affected by school closures due to the pandemic. The in-school gap for disadvantaged is significant across Reading, Writing and Maths in most year groups and disadvantaged children's performance has been a concern over the past three years.</p>
5	<p><b>Engagement and behaviour of disadvantaged students</b></p> <p>60% of the children who went on to behaviour reports last year were disadvantaged and 50% of suspensions were also of children who were disadvantaged. This is significantly disproportionate to the number of children in the primary phase.</p>

## 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
<b>Disadvantaged children' attendance to improve in line with their non-disadvantaged peers.</b>	<i>At the end of the academic year disadvantaged children's attendance data will be within 0.5% of the total cohort percentage.</i>
<b>English levels of disadvantaged children to be in line with their non-disadvantaged peers.</b>	<i>At the end of the academic year disadvantaged children's Reading and Writing data will be within 5% of the total cohort percentage.</i>
<b>Maths levels of disadvantaged children to be in line with their non-disadvantaged peers.</b>	<i>At the end of the academic year disadvantaged children's Maths data will be within 5% of the total cohort percentage.</i>
<b>The in-school gap for disadvantaged children to be diminished rapidly and sustainably</b>	<i>All monitoring and data shows that disadvantaged children are performing as well as their non-disadvantaged peers across the curriculum.</i>
<b>The proportion of disadvantaged students receiving suspensions and being on behaviour report to reduce significantly.</b>	<i>The number of disadvantaged children on behaviour reports to reduce by 20%. The number of suspensions</i>

## 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: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional Cover Supervisor to be employed. The cover supervisor will be used to provide subject leads with additional time out of class to support subject leads to review their curriculums and improve standards in their subject areas.	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>EEF guidance on maximising learning suggests that high quality teaching is the single “most important lever” at schools’ disposal to achieve the best outcomes for pupils.</i></p>	C2 C3 C4
English lead’s contract extended to increase the amount of time they are in school to support English, with a particular focus on Writing.	<p><a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>EEF guidance on maximising learning suggests that high quality teaching is the single “most important lever” at schools’ disposal to achieve the best outcomes for pupils.</i></p>	C2 C4
An outside provider will be used to deliver high quality PE lessons once a week to all classes and to organise inter school sport competitions. Class teachers will be involved in these lessons and is part of the CPD offer for them.	<p><a href="https://gov.uk">PE and sport premium for primary schools - GOV.UK</a></p> <p><b>Effective ways to spend the premium</b></p> <p><i>It is important that schools make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas, to assist in:</i></p> <ul style="list-style-type: none"> <li><i>increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities</i></li> </ul>	C1 C4 C5

	<ul style="list-style-type: none"> <li>• <i>increasing engagement of all pupils in regular physical activity and sporting activities</i></li> <li>• <i>raising the profile of PE and sport across the school, to support whole school improvement</i></li> <li>• <i>offer a broader and more equal experience of a range of sports and physical activities to all pupils</i></li> <li>• <i>increasing participation in competitive sport</i></li> </ul>	
<p>An outside provider will be used to deliver high quality Music lessons once a week to all classes. This includes learning two instruments.</p> <p>Class teachers will be involved in these lessons and is part of the CPD offer for them.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>EEF guidance on maximising learning suggests that high quality teaching is the single “most important lever” at schools’ disposal to achieve the best outcomes for pupils.</i></p>	<p>C1 C4 C5</p>
<p>Thirty licences for the Bsquared assessment system will be purchased to support the effective assessment of SEND children’s ‘small steps of progress’.</p>	<p><a href="#">High Quality Feedback - EEF</a></p> <p><i>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</i></p> <p><i>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</i></p> <p><i>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see <a href="#">Peer tutoring</a>).</i></p>	<p>C2 C3</p>
<p>The Annual licence for the ‘Little Wandle – Letters and Sounds Revised’ scheme. This is the synthetic phonics scheme which is used to teach</p>	<p><a href="#">Phonics - EEF</a></p> <p><i>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and</i></p>	<p>C2</p>

<p>phonics to all children in Reception and Year 1 and all children who do not pass the phonics screening across the rest of the primary phase.</p>	<p><i>sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i></p>	
<p>The parental voluntary contribution cost for swimming lessons would be subsidised by 50%. Swimming is part of the National Curriculum.</p>	<p><a href="#"><u>Four things you didn't know about swimming in schools.</u></a></p> <p><b><i>All children should be able to swim 25m by the end of primary school</i></b></p> <p><i>By the end of primary school, all children should be able to swim 25 metres unaided and use a range of strokes effectively.</i></p> <p><b><i>They should also be taught about water safety</i></b></p> <p><i>Water safety is a vital life skill, which is why it is a mandatory part of the curriculum for PE at primary school.</i></p> <p><i>The curriculum says pupils should be taught to perform safe self-rescue in different water-based situations.</i></p>	<p>C1 C4</p>
<p>Spelling Shed and Maths Shed is an online learning platform used at home to support children with their home learning.</p>	<p><a href="#"><u>Homework – EEF</u></a></p> <p><i>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</i></p> <p><i>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</i></p>	

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A speech therapist will be brought in at the end of every term to assess selected children's speech. A list of recommendations are then produced for use by the school's Speech Practitioner to deliver the intervention .</p>	<p><a href="#">Oral Language Interventions - EEF</a></p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p>	<p>C2 C3 C4</p>
<p>A private speech practitioner will be brought in to implement the recommendations from the speech therapist for children assessed to have gaps in their speech.</p>	<p><a href="#">Oral Language Interventions - EEF</a></p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p>	<p>C2 C3 C4</p>
<p>Speechlink purchased and all new children to complete assessments. The results are then used to identify those children in need of speech interventions.</p>	<p><a href="#">Oral Language Interventions - EEF</a></p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p>	<p>C2 C3 C4</p>
<p>Children's poor mental health is a barrier to learning and the Place2Be school counselling service supports individual children and families. The primary phase will have a counsellor on site 2 days a week.</p>	<p><a href="#">Social and Emotional Learning</a></p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p>	<p>C1</p>

<p>An Academic Tutor will be brought in for a day each week to work 1:1 with disadvantaged children on their academic targets to close gaps to their non-disadvantaged peers.</p>	<p><a href="#"><u>One to One Tuition – EEF</u></a></p> <p><i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of <a href="#"><u>extending school time</u></a> or a <a href="#"><u>summer school</u></a> – or as a replacement for other lessons.</i></p>	<p>C2 C3 C4</p>
<p>Nessy English and Maths interventions purchased which are online interventions, which children can complete independently within the classroom and do not need adult support. The interventions are set by the teacher and are individualised for each child.</p>	<p><a href="#"><u>Individualized Instruction - EEF</u></a></p> <p><i>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</i></p>	<p>C2 C3</p>

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

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Let's Talk a PSHE scheme which teaches children about their brains and how they learn best. It also supports them to understand why they react in certain ways and supports emotional literacy.</p>	<p><a href="#"><u>Metacognition and self-regulation</u></a></p> <p><i>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p> <p><i>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</i></p> <p><i>Self-regulated learning can be broken into three essential components:</i></p>	<p>C2 C3 C4 C5</p>

	<ul style="list-style-type: none"> <li>• <i>cognition – the mental process involved in knowing, understanding, and learning;</i></li> <li>• <i>metacognition – often defined as ‘learning to learn’; and</i></li> <li>• <i>motivation – willingness to engage our metacognitive and cognitive skills.</i></li> </ul>	
Emotional Literacy Support Assistant (ELSA) trained TA delivering interventions to support children to their emotional literacy and help them to self-regulate and understand their emotions.	<p><a href="#">Social and Emotional Learning</a></p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p>	C5
Pupil Premium children will have access to free wrap around care to support families to be able to access work.	<a href="#">Wrap Around Care Guidance for Schools</a>	C1
Free Extra Curricular	<a href="#">Wrap Around Care Guidance for Schools</a>	C1
Appointing a new Assistant Head who has responsibility for Attendance means that attendance of disadvantaged children can be supported and challenged more robustly and effectively.	<p><a href="#">Working Together to improve school attendance - EEF</a></p> <p><i>Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.</i></p>	C1

**Total budgeted cost: £128000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024/25 Attainment data				
Data Set	Whole Cohort	Pupil Premium Eligible	Difference between Cohort and PP	
EYFS Good Level of Development	83.1%	67%	16.1%	
Phonics	82.8%	82%	0.8%	
Year 4 Multiplication Tables Checker – Full Marks	39%	26%	13%	
Year 4 Multiplication Tables Checker – Mean Average Score	19.8	17.2	2.6	

  

End of Year 5 Data (Current Year 6)				
Year	Reading	Writing	Maths	RWM Combined
Whole Cohort	85%	53%	77%	46%
Pupil Premium Eligible	76%	33%	61%	28%

  

Attendance Data

Whole School (Primary)	All	PP Recipient
<u>Overall Percentage %</u>	94.72	92.98
<u>Persistent Absentees %</u>	14.56	24.71

  

Reception	All	PP Recipient
<u>Overall Percentage %</u>	95.03	92.42

<b><u>Persistent Absentees %</u></b>	10.00	28.57
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<b><u>Year 1</u></b>	<b><u>All</u></b>	<b><u>PP Recipient</u></b>
<b><u>Overall Percentage %</u></b>	95.17	92.81
<b><u>Persistent Absentees %</u></b>	11.48	20.00

  

<b><u>Year 2</u></b>	<b><u>All</u></b>	<b><u>PP Recipient</u></b>
<b><u>Overall Percentage %</u></b>	94.99	92.35
<b><u>Persistent Absentees %</u></b>	15.00	26.67

  

<b><u>Year 3</u></b>	<b><u>All</u></b>	<b><u>PP Recipient</u></b>
<b><u>Overall Percentage %</u></b>	93.60	92.59
<b><u>Persistent Absentees %</u></b>	16.39	21.05

  

<b><u>Year 4</u></b>	<b><u>All</u></b>	<b><u>PP Recipient</u></b>
<b><u>Overall Percentage %</u></b>	94.75	93.90
<b><u>Persistent Absentees %</u></b>	16.67	21.43

  

<b><u>Year 5</u></b>	<b><u>All</u></b>	<b><u>PP Recipient</u></b>
<b><u>Overall Percentage %</u></b>	94.82	93.43
<b><u>Persistent Absentees %</u></b>	17.74	30.00

## 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>
Speech and Language 1:1 Intervention	Find Your Voice
Speak with Lucy	Find Your Voice
Infant Language Link	Speechlink Multimedia
Junior Language Link	Speechlink Multimedia
Maths Shed	Edshed
Ed Shed	Edshed
Karate Sessions	Sama Karate
Dance Academy	Funk Fusion Fitness
Extra-Curricular Clubs	Active Education
My Happy Mind – Primary Subscription	My Happy Mind
Little Wandle Phonics	Little Wandle
Place2Be – School Counsellor	Place2Be