Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hamer Community Primary School
Number of pupils in school	302 (at census)
Proportion (%) of pupil premium eligible pupils	44.4% (at census)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Victoria Terry
Pupil premium lead	Thomas Nadin
Governor / Trustee lead	Jen Hoyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,520.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£213,520.00

Part A: Pupil premium strategy plan

Statement of intent

There are many factors to consider when making decisions about using Pupil Premium Funding; including the context of the school and the subsequent challenges that this brings - Hamer Primary School is located in an area in the bottom 3% nationally for deprivation. We utilise research conducted by the EEF as well as alternative sources such as the National College, Elklan and Teacher Walkthrus. All of which are instrumental in planning our approaches to curriculum delivery and assessment. Our intention is for all pupils to make good progress and achieve high attainment across all subject areas.

Common barriers to learning for disadvantaged pupils can be: less support at home, weak language and communication skills, lack of confidence and more frequent attendance and punctuality concerns. 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.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our responses will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills across school are evident. This is heightened by a large proportion of disadvantaged pupils having EAL.
2	Retention of prior learning especially in maths and literacy
3	Low attainment on entry to EYFS in all areas
4	Attendance and Punctuality concerns – aiming for pre-pandemic levels
5	Proportionally higher levels of disadvantaged pupils identified as having social and emotional concerns.
6	Pupil surveys indicate that large proportions of pupils do not read at home or have someone read to them.
7	Disadvantaged pupils with SEND is around 25%. This is above National SEND levels and slightly above the overall SEND % in school (22% - which is 4% higher than National primary figures)
8	Percentage of disadvantaged pupils is above national levels by 18%.
9	Increased SEND, especially within EYFS, has led to additional provision access being set up to support learners not ready for mainstream education.

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
Continued and improved attainment in reading	Key Stage Two outcomes show that the % of disadvantaged pupils achieving expected in 25-26 is in-line with national
Continued high attainment in writing	Key Stage Two outcomes show that the % of disadvantaged pupils achieving expected in 25-26 is in-line with national
Continue to achieve high attainment in maths	Key Stage Two outcomes show that the % of disadvantaged pupils achieving expected in 25-26 is in-line with national
Improved attainment in phonics	Summer assessment shows that disadvantage pupils are at least in-line with national achievement.
Improved attainment in GLD	% of disadvantaged pupils achieving GLD is in-line or above all pupils both in school and the local authority.

Improved language and communication skills from EYFS through to Year 6	Disadvantaged pupils are in line with national in all EYFS areas, especially Communication and Language by 2025/26. WellComm tracking shows pupils in Key Stage 2 are working at age related by 2025-26
Multiplication Skills Check Pass Rate	Disadvantaged pupils scoring 25/25 is in-line with all pupils.
Improved attendance and punctuality figures.	Sustained high attendance is obtained by all pupils, achieving 97% as a minimum – an increase from previous target of 95%. Persistence absence of disadvantage pupils reduces – 11.3% in 24-25. Bring to pre-pandemic levels.
To continue to identify and support children's emotional wellbeing.	High levels of pupil wellbeing evidenced through pupil and parent surveys. Increase in enrichment activities on offer.
To reduce the proportion of behavioural incidents involving disadvantaged pupils.	Reduction in incidents wholesale across school evident. Pupil voice exercises to support statistical information.

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: £97,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for 25/26.	Standardised assessments can provide reliable insights into specific areas of development for each pupil, ensuring that high quality teaching can take place as well as additional support through interventions. Nationally standardised assessments form a crucial element of diagnosing pupils as referenced by the EEF. Assessments chosen are rated	2
Assistant Headteacher to deliver teaching in Year 6, ensuring smaller class size for some pupils and high quality teaching.	This enables class size within Year 6 to be reduced. Greatest level of PP children is currently in Upper Key Stage 2. As per the EEF findings, the small class numbers allow the teacher to interact very differently when compared to a class of 30. Plans and oversees additional booster sessions for Year 6 pupils.	1, 2, 3 and 7
Role of Deputy Headteacher directly linked to supporting initiatives whole school in order to support all pupils, with a specific focus on disadvantaged and assessment.	DH supports teachers across school with diagnostic assessment. Implementation of assessing reading fluency to ensure targeted provision is made. Implementation of research-based practice – including focus on retention. Pupil Premium lead. Overall curriculum lead supporting development across school. Overall assessment lead in school.	1, 2, 3, 4 and 7
Supporting staff member completing Level 5 TA qualification with SEND focus.	Completing qualified course through Apprenticeship Levy – evidence based qualification to support complex needs of learners.	9

RML Target Support Days	DfE approved phonics scheme	1, 2 and 3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RML 1 to 1 Tuition 2 x TA3 2.5 hours/week 1 x TA3 2 hours/week	1 to 1 Tuition and phonics both offer positive impact for moderate costs.	1 and 2
WellComm intervention 2 x HLTA 2.5 hours/week 1 x TA 3 2 hours/week	Oral Language support for children across school offers high impact based on extensive EEF evidence	1 and 5

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

Budgeted cost: £98,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve and ensure high levels of attendance for all pupils, giving dedicated time for attendance lead.	Attendance is a key priority for school and we utilise many elements from the DfE Guidance – Improving School Attendance. School also works closely with the LA and EWO to ensure we are adapting appropriate and helpful processes and procedures. All staff are completing the Inclusive Attendance Level 1 Award	5 5
To enhance cultural capital through a wide breadth of experiences. Climbing Wall in Challenge Week Residential	We feel strongly that alternative learning experiences are vital in ensuring that our pupils experience opportunities that they may not otherwise get to. Though evidence in regard to academic impact is weak, there is evidence of positive impact on self-efficacy and positivity.	1 and 5
Supporting the rising number of INA families using interpreter services.	In order to support families, we need to be able communicate effectively with the families. Being able to identify accurately any specific needs ensures that children are settled and happy to come to school.	1, 5, 6 and 8
Enhanced provision to support children requiring additional SEL opportunities SENDCo SEN Resources	EEF report on Improving Social and Emotional Learning identifies clear strategies to be implemented across school. Links also with EEF report on small group tuition where we have identified additional SEL needs.	1, 5, 6, 8 and 9
To monitor and support behaviour of pupils across school. Behaviour Lead	Though behaviour at Hamer is excellent, the small number of incidents disproportionately involve disadvantaged pupils.	1, 6, 8 and 9

To ensure support is available for families at the earliest possible moment so families receive timely help. Pastoral Lead	A large increase in pupils with social worker involvement – raising from 3 pupils in Spring 2020 to 15 in Autumn 2020 and remaining in double figures since.	1, 5, 6 and 8
Breakfast Club funded for disadvantaged pupils	2017 DfE Research Report in to Breakfast Clubs highlights the potential positive impact a breakfast club can have.	1, 5, 6 and 8
Dance Classes	Alternative learning experiences, which pupils may not have opportunity to complete outside of school are vital for creating a positive mindset.	1 and 5

Total budgeted cost: £215,318

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Statutory assessments took place in 2024-25. Data is shown below.

EYFS GLD

Disadvantaged	**All**
65.2%	65.9%

Year 1 Phonics

Disadvantaged	**All**
62%	76%

EOKS1

	Disadvantaged	**All**
Reading	78%	73%
Writing	74%	71%
Maths	78%	78%
Combined	70%	61%

MTC

Disadvantaged	**All**
47%	50%

EOKS2

	Disadvantaged	**All**
Reading	59%	66%
Writing	72%	73%
Maths	59%	66%
Combined	48%	55%

Persistent Absentees – 24-25

Dis – 11.3%

All – 13%

The % of disadvantaged children that were PA was 52.5% (60.4% of children are disadvantaged). This gave a positive level of 7.9%. This is a figure not seen in the

manner recorded previously - going back to 2018-19. The amount of disadvantaged pupils is significantly higher than previously seen – an increase of 8.7% from last year and around 25% higher than years previous to this. **Behaviour** Incidents involving disadvantaged pupils – 46%. This is an increase of 14% from 2023-24 but is significantly lower than the % of disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.